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MANUAL OF LIP-READING

FOR THE

HARD OF HEARING OR DEAF SOLDIER,
SAILOR, OR CIVILIAN

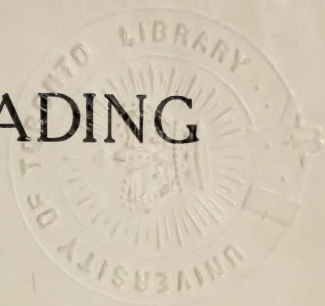
BY

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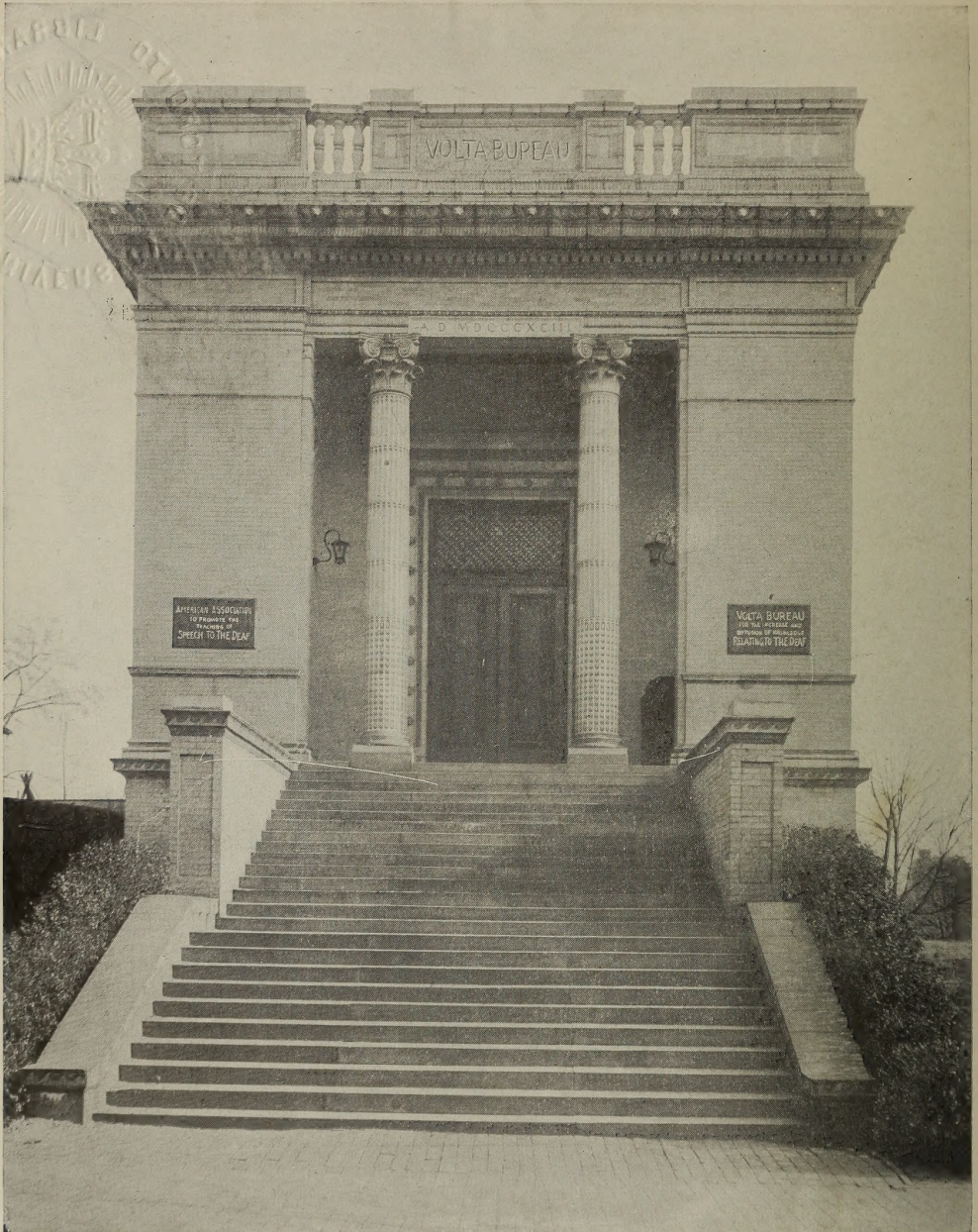
Reprinted from THE VOLTA REVIEW: The Speech-Reading and Speech Magazine
Published by the Volta Bureau, 35th Street and Volta Place N. W.,
Washington, D. C., March, 1918.

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When you are in Washington visit the Volta Bureau. It is located in the northwest section of the city, on the corner of 35th street and Volta Place. Any F-street car marked Georgetown, Glen Echo, or Cabin John will carry you to 35th and P streets, one block from the Volta Bureau. Opposite the Bureau is the Convent of the Visitation, and four blocks distant is the Georgetown University.

INTRODUCTION

Whatever is written by the chief exponent and pioneer teacher of the Müller-Walle method of lip-reading is so eagerly sought and so carefully read and studied that any foreword of an introductory nature appears superfluous. Yet it is an honor, as well as a pleasure, to write an accompanying note to so helpful a manual prepared by so eminent a teacher for the use of and dedicated to those defenders of our country who may lose their hearing in action or through disease or exposure. Miss Bruhn was born in Boston, lived in Texas until the death of her father, when the mother and her two daughters returned to Boston, where Miss Bruhn graduated from the high school. Then she went abroad to gain a knowledge of foreign languages, and, returning to this country, taught French and German until deafness compelled her to begin life over again. Learning how helpful lip-reading was proving to hard-of-hearing adults in Germany, she went to Berlin, and after having received the regular instruction from the founder of the method, Julius Müller-Walle, decided to follow his advice and take up the subject as a new profession. The unusual opportunities and advantages of instruction under the leadership of one whose life work was his unselfish devotion to the study of how best to uplift the hard-of-hearing adult proved an inspiration which led her to translate the method of lip-reading and then to adapt it to the English language. When Miss Bruhn completed the normal course in Berlin her instructor encouraged her to continue studying in his classes in other cities, and she, with his corps of teachers, visited many of the large cities of Germany, where from 20 to 35 pupils had formed classes, by previous arrangement with him. That these opportunities for observation and study broadened her experience and gave her a better understanding of the subject is unquestionable. Thus equipped with a thorough knowledge of her subject and a complete translation of the Müller-Walle method into the English language, she began her new career in Boston in 1902. That her work has proved successful far beyond all expectations is attested by hundreds who have received instruction from her, and by the many graduates of her normal training class who are now teaching her method to the hard of hearing and the deaf in other cities.

As soon as war was declared, Miss Bruhn's sympathies went out to the defenders of our country who may lose their hearing in service, and she started a movement to properly preserve their speech. She believes that this movement should be a universal one, serviceable to the wounded of all armies, and hopes that conditions may be brought about that will insure instruction in lip-reading by competent trained instructors to all who lose their hearing, whether French or German, Italian or Austrian, Russian or Turk.

One phase of this patriotic service was the preparation of a simple manual of lip-reading, which will prove helpful to all who desire to learn the art. This manual contains an outline of the Bruhn-Müller-Walle method, a more complete text-book having been published by her in 1915. Herein the mirror practise on the sounds is intended to take the place of definitions, thereby emphasizing the point wherein the Müller-Walle method is said to vary from other methods, namely, *movements* which cannot be defined, but must be seen.

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MANUAL OF LIP-READING

BY MARTHA E. BRUHN

PREFACE

LIP-READING, or speech - reading, is the art of reading a speaker's lips.

This is done by training the *eye* to do the work of the *ear*. Just as the sense of touch is developed in the blind to do the work of the eye, so the eye of the deaf can be trained to do the work of the ear.

Every one consciously or unconsciously watches the lips of a person speaking and has acquired more or less of the art of speech-reading, though he may not be aware of it.

Not alone do the movements of the lips convey the thought of the speaker, but the many changes of expression which constantly pass over the features are of the greatest aid to the lip-reader.

Whether the listener will answer a question by "yes" or "no"; whether he will agree or disagree with a statement; whether he will believe or doubt an assertion; whether a joke amuses, or bores, or even hurts him; whether he shows sympathy, indifference, or aversion—all these emotions are reflected and can be detected in the sensitive, ever-changing expression of his face. They are frequently accompanied by gestures of his hands, head, and shoulders, or sometimes all these combined.

These silent expressions are always present in any and all forms of conversation, and since it is *conversation* that the hard of hearing wishes to understand, he must form the habit of watching the faces of those who are speaking at all times, not only when one is speaking directly to him, but also when others are speaking among themselves regardless of him.

The study of the art of lip-reading for the adult deaf may be said to have two distinct parts, namely, the acquiring of a definite knowledge of the principal movements of the organs of speech and the

developing of a keen power of observation to aid in interpreting and anticipating the thoughts which the speaker wishes to convey.

The first of these parts may be accomplished by the careful study of the lessons in this book. These lessons may be compared to the study and practise of scales and finger exercises in music. They must be thoroughly understood and mastered, and then their application to conversation will follow as naturally as the application of the knowledge of major and minor scales, and the various musical terms will lead to the understanding of the symphony, the overture, the fugue.

The second part of the study of lip-reading cannot be so definitely defined, as much depends upon the ability of the individual student. The keener the power of observation, the better, by far, will be the understanding of a conversation.

If the student has always been in the habit of looking at everything "with only one eye open," as we say, he will find a more difficult task before him than the student who is naturally observing and keen sighted. But the training of this power lies within the ability of every one, as the student will see when he once begins.

The aim of this manual is to put before the student a methodical outline of the principles of the study of the art of lip-reading.

The lessons are carefully graded and the student may advance from one to another as soon as he has mastered the subject in hand.

A conscientious study of these lessons combined with a sincere effort to develop the power of observation cannot fail to bring about the result which the student wishes to obtain—the training of the eye to do the work of the ear—thereby enabling him, at least in part, to enjoy a conversation with his fellow-men.

LESSON ONE

First note the difference between a *position* and a *movement*.

Position is one single sound prolonged.

Movement is the passing from one sound to another.

Conversation is movement—continual passing from one sound to another. In reading rapid speech from the lips there is not time to note the position of each sound, and therefore it is not a question of knowledge of the formation of each sound, but skill in reading and combining rapidly the *visible characteristics* of the different movements of the organs of speech.

Beginning with the five vowel sounds, ä, ö, oo, ā, ē, notice in pronouncing

ä we have a downward movement of the jaw.

ö forward movement of the lips.

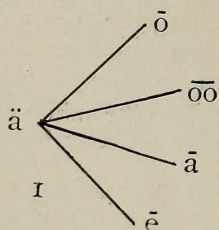
oo more forward movement of the lips.

ā backward movement of the lips.

ē more backward movement of the lips.

PRACTISE BEFORE A MIRROR

FIG. 1.—Two vowels.



HOW TO PRACTISE FIG. 1.

(1) Read thus, beginning with the left-hand vowel:

ä-ö
ä-oo
ä-ā
ä-ē

(2) Read upward:

ä-ē
ä-ā
ä-oo
ä-ö

(3) Read backward and downward:

ö-ä
oo-ä
ā-ä
ē-ä

(4) Read backward and upward:

ē-ä
ā-ä
oo-ä
ö-ä

(5) Skip about.

ē-ä
ä-oo
ā-ä
ä-ā, etc.

FIG. 2.—Two vowels.

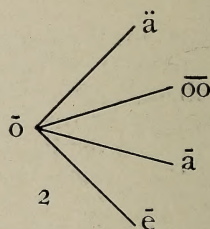


FIG. 3.—Two vowels.

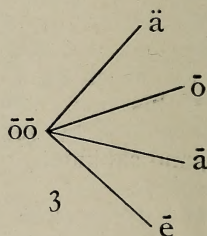


FIG. 4.—Two vowels.

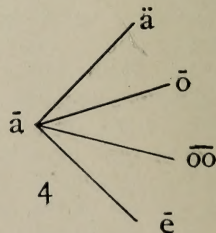
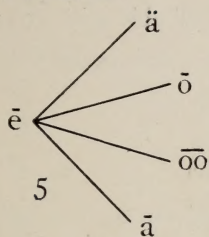
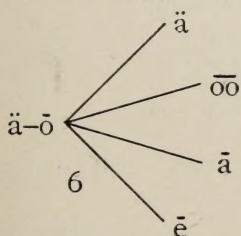


FIG. 5.—Two vowels.



Practise Figs. 2, 3, 4, and 5 in the five ways indicated above.

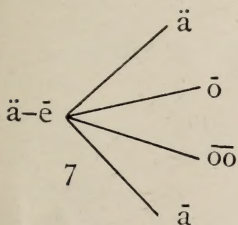
FIG. 6.—Three vowels.



Practise Fig. 6 as indicated for Fig. 1 (1), (2), (3), (4), (5), keeping the same leading vowel and middle vowel thus:

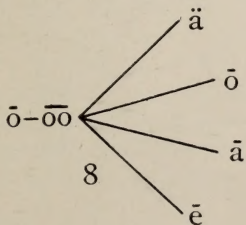
ä ö ä
ä ö öö, etc.

FIG. 7.—Change the middle vowel.



Practise Fig. 7 as indicated for Fig. 1 (1), (2), (3), (4), (5).

FIG. 8.—Change both leading and middle vowel.



Practise Fig. 8 as indicated for Fig. 1 (1), (2), (3), (4), (5).

NOTE.—In practising above exercises before a mirror and all further syllable exercises given be sure to pronounce the syllables rapidly and with the fluency of natural speech. Do not separate. In the following lessons all letters and sounds are to be practised *first* in syllables, so that the eye may be trained to recognize the visible characteristics of the movements of the different organs of speech. Then words are formed from these syllables, which, however, are not to be practised alone, but always in sentences or phrases, which the pupil is to read from some one's lips. He should not read them over by himself beforehand. In this manual sentence practise will consist mainly of verb exercises. For further practise the pupil is referred to my more complete text-book.*

CONSONANTS

The vowel movement is the principal movement of the whole syllable. The consonants, especially those that precede the vowel, take more or less the direction of the vowel that follows them, and therefore are subject to many changes. The letter *f*, for example, pronounced alone, shows a backward movement of the lower lip. The upper lip remains stationary. But *f* before a vowel, as in *fō*, *fōō*, both lips move in the direction of the *ō* and *ōō*, in order to give the necessary inter-movement and to pronounce the vowel without pausing. The same is true in *fā* and *fē*, the lips immediately take the direction of the vowel, in this case a backward movement. In order to learn to distinguish the manifold changes which consonants in connection with the different vowels undergo, they must be practised in every possible combination.

For convenience we divide the consonants into two classes.

*For a more complete text-book see "The Müller-Walle Method of Lip-Reading for the Deaf," Bruhn Lip-Reading System, by Martha E. Bruhn. Full cloth, 248 pp., \$2. For sale at the Volta Bureau, Washington, D. C.

† By the mouth we mean the cavity of the mouth, not the lips.

Class I (subdivided into three parts):

- | | |
|-----------------|------------------|
| 1. f, v | } Mouth closed.† |
| 2. s, z, soft c | |
| 3. m, b, p | |

In pronouncing *f* and *v* the lower lip is placed against the upper teeth. They look alike as may be seen in the words *face* and *vase*.

In pronouncing *s*, *z*, and *soft c* the teeth are brought together. They look alike. Examples: *sue*, *zoo*; *cede*, *seed*.

In pronouncing *m*, *b*, and *p* lips are closed. Examples: *may*, *bay*, *pay*; *shape*, *shame*.

NOTE.—Words that look alike when spoken are called homophenous words. There are many such words. Examples: *may*, *bay*, *pay*; *face*, *vase*; *ban*, *man*, *pan*; *amuse*, *abuse*. Such words can only be read correctly in a sentence where the meaning helps. This, however, is by no means as difficult as it seems. (See my articles on “Homophenous Words” in THE VOLTA REVIEW.)

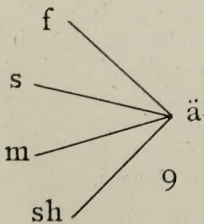
Th is formed by placing the tongue between the teeth.

For *sh* the lips assume a somewhat square appearance and a forward movement.

W and *wh* have the same forward movement as *ōō*. Examples: *was*, *what*, *where*.

NOTE.—We have thus been shown the movement for twelve consonants and consonant sounds: *f* (*v*),* *s* (*z*, soft *c*), *m* (*b*, *p*), *th*, *sh*, *w* (*wh*).

FIG. 9.—One syllable.



* When two or more letters look alike, we practise only one of these in syllables. Thus in the syllable drills we shall use *f*, *s*, and *m* from Class I. Placing these before the five vowels given above, we form syllables,

HOW TO PRACTISE FIG. 9

Form a syllable with consonant.

(1) Read downward:

fä
sä
mä
shä

(2) Read upward:

shä
mä
sä
fä

(3) Skip about.

sä
shä
fä
mä

Continue same drill with each of the four other vowels.

FIG. 10.—One syllable.

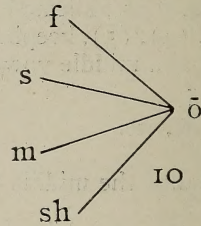


FIG. 11.—One syllable.

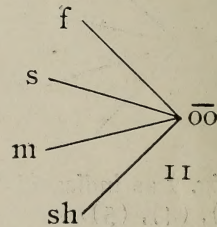


FIG. 12.—One syllable.

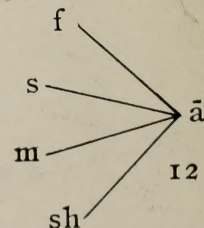
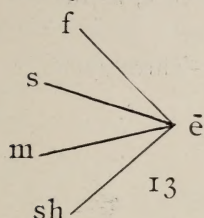
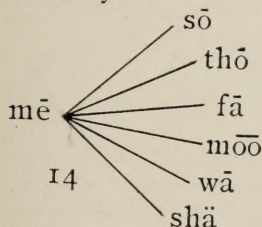


FIG. 13.—One syllable.



Practise Figs. 10, 11, 12, and 13 as indicated under 1, 2, and 3 for Fig. 9.

FIG. 14.—Two syllables.



HOW TO PRACTISE FIG. 14

(1) Read thus, beginning with the left-hand syllable:

mē-sō
mē-thō
mē-fā
mē-mōō
mē-wā
mē-shā

(2) Read upward:

mē-shā
mē-wā, etc.

(3) Read backward and downward:

sō-mē
thō-mē, etc.

(4) Read backward and upward:

shā-mē
wā-mē, etc.

(5) Skip about.

Change the leading syllable *me* in Fig.

14 to

mā, mō, mōō, mǎ; or
sē, sō, sā, sōō; or
fā, fō, fōō, fē; or
shā, shō, shā, shē; or
wā, wē; or
thō, thā, thē.

In this way the student may become familiar with hundreds of movements resulting from the combining of easy syllables which later on will become parts of sentences.

NOTE.—These drill exercises before a mirror should not be practised too long at one time, but should be repeated frequently. Never practise sentences before a mirror. Insist that the person who reads the sentences to you speaks perfectly natural. Never exaggerate any of the movements.

SENTENCE PRACTISE

They may. We may. You may. She may. May they? May we? May you? May she? Where may they be? They say. They pay. They show. They sew. They see. They pass. They wish. They bathe. They move. They mow. They weave. We weave. We aim. We wave. We weep. We mow. We pave. We pave the way. We pave the way for them. She may weave. She may mow. She may move. She may bathe. She may wish. She may pass. She may see. She may sew. She may show. She may pay. She may say. She may feel them. Say so to me. Pay for them. Show them to me. Sew it for me. See them pass. Pass it to me. Weigh them for me. Weigh the beef.

LESSON TWO

DIPHTHONGS

ou (ow), as in *about* and *town*, is a combination of āōō. Pronounce āōō rapidly and you have the sound of ou.

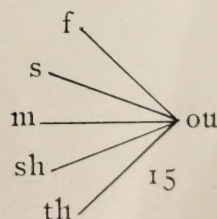
Downward and forward movement.

i (y), as in *mine* and *my*, is a combination of āē. Pronounce āē rapidly and you have the sound of i.

oi (oy), as in *oil* and *boy*, is a combination of awē. Pronounce awē rapidly and you have the sound of oi.

MIRROR PRACTISE

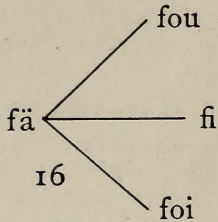
FIG. 15.—One syllable.



Practise Fig. 15 same as Fig. 9 in Lesson I (1), (2), (3).

Continue same drill with i and oi.

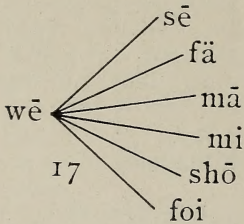
FIG. 16.—Two syllables.



Practise Fig. 16 same as Fig. 14 (1), (2), (3), (4), (5).

Change the leading syllable fä in Fig. 16 to sã, mē, shē, thā, and practise in the same way.

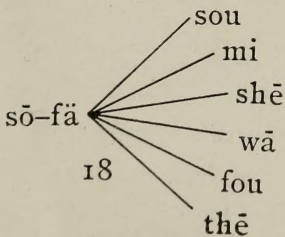
FIG. 17.—Two syllables.



Practise Fig. 17 same as Fig. 14 (1), (2), (3), (4), (5).

Change the leading syllable wē in Fig. 17 to wi and practise same as Fig. 14 (1), (2), (3), (4), (5).

FIG. 18.—Three syllables.

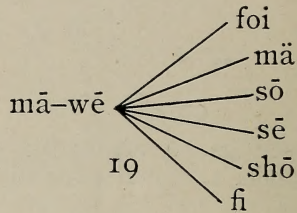


Practise Fig. 18 same as Fig. 14 (1), (2), (3), (4), (5), keeping the same leading syllable and middle syllable thus: sō fä sou, sō fä mi, etc.

Practise Fig. 19 same as Fig. 14 (1), (2), (3), (4), (5). Notice that in this

last figure some of the syllables already form a sentence, as mǎ wē sō (May we sew?)

FIG. 19.—Three syllables.



SENTENCE PRACTISE

I shall.* I will. I may. They may.
 I shall buy. I shall bow. I shall see. I shall save. Will you save them? Shall I save these? Shall we save both of them for you? Show me how to bow. How shall I bow to them? What shall I save? Where may we see them? Where shall we buy them? How shall I pay for them? Shall we pay for the farm? Shall I bow to them? Shall I weigh them for you? Shall we buy it? I wish to pay for it. I wish to buy both of them. I wish to save this. I wish to see them pass by.

LESSON THREE

Class II of consonants (subdivided into two parts).

Mouth open { 1. k, hard g, hard c, d, t
 2. h, l, n, r

The first five, namely, k, g, c, d, and t, are what we call explosive sounds. In pronouncing them the breath is forced out between the teeth.

The last four, namely, h, l, n, and r, are the long or duration sounds.

In this lesson we practise only k, hard g, and hard c before a vowel. The letters look alike when spoken, as, for example, *cave, gave; kite, guide*.

In pronouncing these letters before a vowel, the mouth is open, the degree of

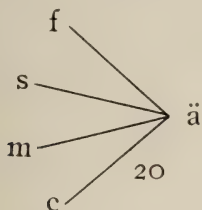
* Although the consonant "l" does not belong in Class I of consonants, the auxiliaries *shall* and *will* are introduced here. For "l" we see the action of the tongue as the tip is raised.

opening depending upon the vowel that follows.

The externally visible characteristics of k, hard c, and hard g are the cheek and jaw movement.

MIRROR PRACTISE

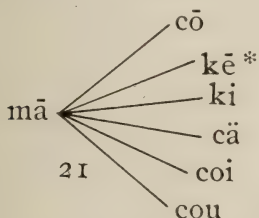
FIG. 20.—One syllable.



Practise Fig. 20 same as Fig. 9 (1), (2), (3).

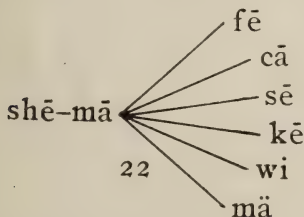
Continue same drill, changing the vowel ä to ö, oo, ā, ē, ou, i, oi. Notice that in pronouncing syllables beginning with k or hard c mouth is open, while in those beginning with f, s, and m, mouth closes and then opens.

FIG. 21.—Two syllables.



Practise Fig. 21 same as Fig. 14 (1), (2), (3), (4), (5).

FIG. 22.—Three syllables.



Practise Fig. 22 same as Fig. 14 (1),

* Sometimes it will be necessary to use k instead of c in the syllables, as *cē* and *cī* would be pronounced *sē* and *sī*. Pronounce all syllables beginning with c like k. Change the leading syllable mā in Fig. 21 to wē and practise in the same way.

(2), (3), (4), (5), keeping the same leading and middle syllable.

Note the movements for the phrases *Do you* and *Did you*. Pronouncing *do you*, we have only one forward movement, since in rapid conversation the two words are not separated. In *did you*, we have two distinct movements—a backward and a forward movement.

SENTENCE PRACTISE

Do you see them? Did you see me? Why do you go? Did you go? Did they go? Did they go with you? Go with me. Go to the cave. Go to the cove. Go to the farm. Go to the ship. Will you go to the ship with me? When will you go to the cave with the boy? How far shall we go? How far can you go? May I go so far? May I go with you? May I go away with you? Go with them. Go with them if you wish. Will you go with me if you can? Did you give it away? Did you give it to them? Shall I give it to them? Shall I give it to you? Give it to him. Give it to me. Give it to them. Will you give it to me? Will you give it to me when you come? Will you give me this? Will you give me both of them? Can you come? Can you come to see me? Come when you can. Come if you can. Shall I come if I can? I will go with you if I can. Shall I give it to them when they come? Shall I pay for it when she comes? They will give it to me. They gave it to me. They may wish to give it away. Will you come? Will you come tomorrow? Will you move? Will you buy? Will you keep this? Will you keep this for me? Will you keep both of them? Will you keep five of them? How far did you say that you could go with me? Did you say that she would go with me? Why do you wish to go so far south? Will you have the kindness to go with me? When she comes will you have the kindness to ask her to show it to me? Will you have the kindness to buy five of them for me?

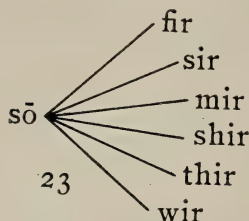
LESSON FOUR

Vowel sounds *ir* (*fir*), *er* (*her*), *ur* (*fur*) look alike. In pronouncing these

sounds we see a forward movement of the lips. The lower lip moves more forward than the upper.

MIRROR PRACTISE

FIG. 23.—Two syllables.

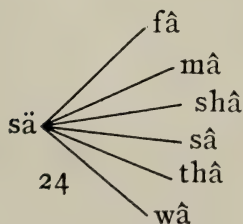


Practise Fig. 23 same as Fig. 14 (1), (2), (3), (4), (5). Notice for *ō* there is a forward movement of the lips, while in *ir* lower lip moves more forward than upper.

Change the leading syllable *sō* in Fig. 23 to *fā* and then to *wē* and practise same drill, directing attention to the vowel movements rather than to the consonants.

Vowel sound *â* (aw) (au), as in fall, saw, haul. In pronouncing *â* we have a downward movement, but not so far as for *ä*; at the same time there is a forward movement of the lips, but not so far forward as for *ō*.

FIG. 24.—Two syllables.



Practise Fig. 24 same as Fig. 14 (1), (2), (3), (4), (5). Notice the difference in the vowel movements.

Continue the same drill, changing the leading syllable *sâ* to *mō* and then to *shē*, directing attention to the vowel movements rather than to the consonants.

PREFIXES *rē* AND *bē*

A prefix is a syllable added to a word at its beginning to modify its meaning.

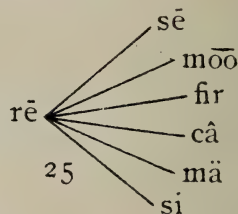
The prefixes *rē* and *bē* are found in such words as *rē/move*, *rē/cede*, *bē/charm*, *bē/moan*.

In studying prefixes we are learning to combine the parts of words of two or more syllables. Therefore Figs. 25 and 26 are not to be read backward.

In pronouncing *rē* there is a forward and backward movement, while for *bē* the lips close and then there is a backward movement. *Bē* and *mē* look alike.

MIRROR PRACTISE

FIG. 25.—Two syllables.



HOW TO PRACTISE FIG. 25

(1) Read thus, beginning with the left-hand syllable:

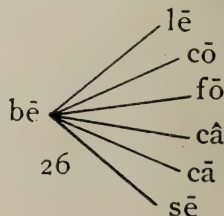
rē sē
rē mōō, etc.

(2) Read upward:

rē si
rē mā, etc.

Change the leading syllable *rē* in Fig. 25 to two syllables, *wē rē*, then to three syllables, *shē mā rē*, and continue same drill.

FIG. 26.—Two syllables.



Practise Fig. 26 same as Fig. 25 (1), (2).

Change the leading syllable *bē* in Fig.

26 to two syllables, thā bē, then to three syllables, whi wē bē, and continue same drill.

SENTENCE PRACTISE

They saw me. They saw me pass. I saw them go away. I saw the show. We saw them at the show. They receive. They believe. They remember. They remain. They refuse. They refer. They became. They reserve. They may reserve them. I will reserve five of them for you. Did you reserve it for me? What became of the boy? of her? Do you remember what became of him? I refuse to go. They may refuse to see me. They may refuse to say what became of them. She refuses to pay for it. I refuse to give it to her. I refer to her. They may refer to me. Do you believe she will refer to it? They will remain there. How long will you remain away? Do you believe they will remain away long? With whom shall you remain? You must remain firm. He was firm. She refuses to remain on the ship. She refuses to keep them. She refuses to say so. When she comes ask her if she will remain? Do you remember? how? They may remember the way. Remember me to them. When you see her remember me to her. In case you see her, remember to give it to her. In case they come show it to them. By the way, do you remember him? By the way, do you remember who gave it to you? Do you believe that they will refuse to give it to me? Do you believe she will receive it tomorrow? Do you believe she will receive it by five? Do you believe she will remember to buy the cake? I wish you would remember to give it to her when she comes. What will become of them?

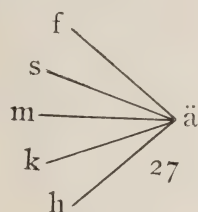
LESSON FIVE

H BEFORE A VOWEL

H has no movement of its own, but prolongs the vowel sound that follows it.
hā (like ā prolonged).
hō (like ō prolonged).
hōō (like ōō prolonged).

MIRROR PRACTISE

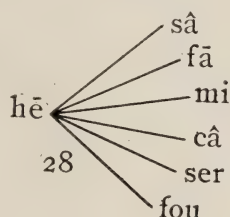
FIG. 27.—One syllable.



Practise Fig. 27 same as Fig. 9 (1), (2), (3).

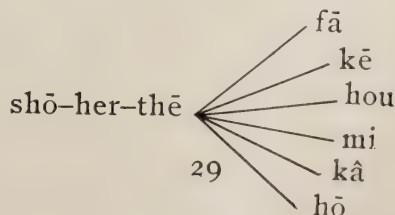
Continue same drill, changing the vowel ä in Fig. 27 to ō, ōō, ā, ē, ou, i, oi, ir, â. Notice especially the difference between the k and the h. The short movement in k and the prolonged movement for h. In both k and h syllables mouth remains open. In hä, hō, hōō, etc., the sound is prolonged, while in kä, kō, kōō, etc., the breath is expelled forcibly, so that we see more cheek and jaw movement.

FIG. 28.—Two syllables.



Practise Fig. 28 same as Fig. 14 (1), (2), (3), (4), (5). Then change the leading syllable hē in Fig. 28 to hou and continue same drill.

FIG. 29.—Four syllables.



Practise Fig. 29 same as Fig. 25 (1), (2).

SENTENCE PRACTISE

How are they? How are you? How were they? How were they when you saw them? How high is it? How high is the hill? Did you go up the hill? Did you go half way up the hill? I will go half way with you. Who was here? Who was she? Who was in the house? Who heard you? Have you heard about it? Have you heard him? How did you hear about it? When did you hear about it? Did you happen to hear them come in? Did you happen to hear what became of her? Help me. Help it along. How can I help it? How can we help them? Can you help her? I hope that you will help me. I hope so. They hope to have some of it. We have no hope. I hope to hear from them. I hope to hear from her before I go. I remember that I heard about it. I believe that she has heard about it. What have you heard from home? How did you happen to hear about it? How did you happen to go? How did you happen to receive it so soon? How did it happen? How did it happen that she was here? How did it happen that he heard the remark? I refuse to say what I heard about it. It is hard to refuse her. It is hard to believe that. It is hard to say. It is hard to remember all they say. I could not help it. I could not have it. I cannot have that. They may have it if they wish. May I have it? May I have a piece of this? May I have half of it? Give her half of it. I have it. I hope to have her here. I hope to have it before they come. How did you happen to have it with you? To whom did you give it? With whom did you leave it? How happy they are! How happy they will be! How happy they will be to hear that! I remember how happy she was when she heard from home.

LESSON SIX

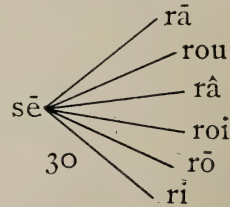
R BEFORE A VOWEL

The visible characteristic of r before a vowel is the forward movement of the lips: rā, rō, rōō, rā, rē, ri, rou, rā.

MIRROR PRACTISE

Practise Fig. 30 same as Fig. 14 (1), (2), (3), (4), (5).

FIG. 30.—Two syllables.

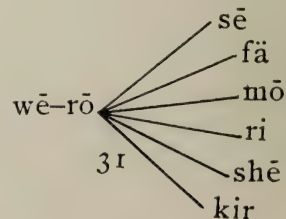


Change leading syllable sē in Fig. 31 to fā, mā, cō, hou, and continue same drill. In this exercise direct attention to the consonants comparing r with s, f, m, c, and h.

SENTENCE PRACTISE

That is right. I am sure that is the right way. Go right away. Do it right off. They have the right of way. She is right about it. Who was right? Read it over. Read it well. Read it to yourself. Read it out loud. Read a part of it. Read it through. Read between the lines. I will read it to you. Read it over and tell me if it is right. Can you row? Can you row so far? Row as far as you wish. I wish you would help me row. He refuses to help me row. Shall we row on the river? What do they raise? How do they raise it? They are hard to raise. Can she reach it? When did you reach home? When will they reach Rome? How can I reach her? How can I reach you? Can you reach him before you go? When did they arrive? When did you say that they will arrive? How soon did you say that he would arrive? Did you see them when they arrived? In case she arrives before I go, I will give it to her. I will write you when I arrive in Rome. Did you go for a ride? Will you go for a ride with me? How far did you ride on the car?

FIG. 31.—Three syllables.



Practise Fig. 31 same as Fig. 25 (1), (2).

Change leading and middle syllables wē-rō in Fig. 31 to mi-rē and continue same drill.

LESSON SEVEN

R AFTER A VOWEL

The movement for *r* after a vowel varies. Often we see no other movement besides the vowel. Sometimes we see a downward movement, and sometimes we see the tip of the tongue slightly raised, forming a glide *r*.

NOTE.—So much depends upon the word that follows the final letter *r* that we practise no syllables in this lesson.

SENTENCE PRACTISE

Have you more? Have you more here? May I have some more? Will you have some more? Will you have some more coffee? Do you care for more? How much more have you? Will you pour the coffee? May I pour the coffee? What shall I wear? Who was here? Who was there? I believe she will be there. I believe she will be there by four. Do you believe that she will be there before four? Can you remain here one hour? I was there over an hour. She will be here in half an hour. We shall remain there an hour or more. How did you happen to be there? How did you happen to be there at four? Is this their house? Is this my share? Share it with me. She gave me her share. Share and share alike. She must not have more than her share. I will offer her my share. Is this her home? Is this your car? Did you offer it to her? Is this our car? Are you sure that this is the right car? Our car leaves on the hour. Their car leaves on the half hour.

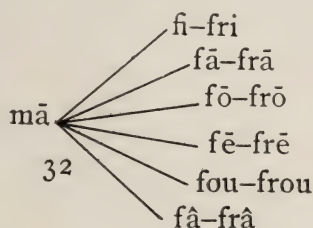
LESSON EIGHT

R AFTER F, B (P), AND TH

Fr, br (pr), thr show a forward movement of the lips. If the vowel demands a forward movement, as in the case of frō and frōō, or brō and brōō, the vowel sound is simply retarded.

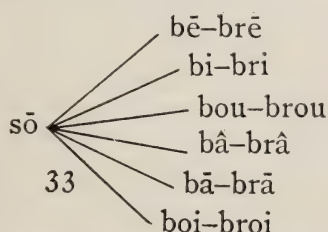
MIRROR PRACTISE

FIG. 32.—Three syllables.



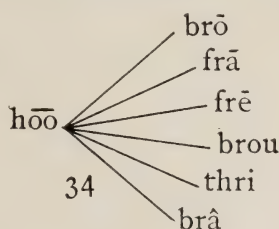
Practise Fig. 32 same as Fig. 25 (1), (2).

FIG. 33.—Three syllables.



Practise Fig. 33 same as Fig. 25 (1), (2).

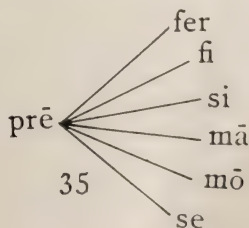
FIG. 34.—Two syllables.



Practise Fig. 34 same as Fig. 25 (1), (2).

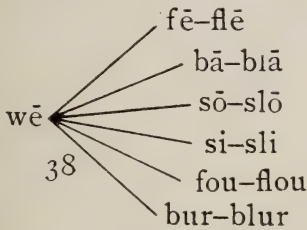
Change leading syllable *hōō* in Fig. 34 to *thā*, *hou*, and *wē* and continue same drill.

FIG. 35.—Two syllables.



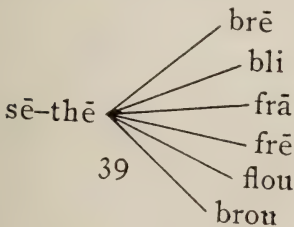
MIRROR PRACTISE

FIG. 38.—Three syllables.



Practise Fig. 38 same as Fig. 25 (1), (2).

FIG. 39.—Three syllables.



Practise Fig. 39 same as Fig. 25. Notice in syllables having *r* before the vowel there is a forward movement, while for *l* we see the action of the tongue.

Change the two leading syllables, *sē-the*, in Fig. 39 to *whi-bē* and to *shē-mā*, then to *hou-thā*, and continue same drill.

SENTENCE PRACTISE

Who was to blame? They were to blame for it. I'm not sure who was to blame. He blames me. Why do you believe that he is to blame? Do you play? Does he play well? How do they play? How does he play? I hope she will play well. I hope she will play for me. Show me how to play the game. This is the place. This is the right place. Do you know the place. The place is far away. Place it here. Place it there. Please place it over there. I shall be pleased to go. I shall be pleased to see them at four. She will have to replace it. Can they replace it? This is my place. Where is your place? Do you blame her? Why do you blame him? Do not blame the boy. How did you sleep? I hope you slept well. Blow it out. He blew it out.

They blew it up. It blew away. It has blown away. Be careful that it does not blow away. Don't blame me if it should blow away.

LESSON ELEVEN

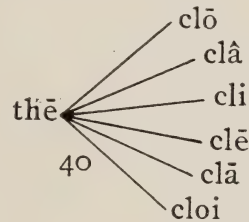
L AFTER C AND G AT THE BEGINNING OF A WORD

Cl and *gl* have the same tongue movement as in the combinations of the preceding lesson.

NOTE.—As *cl* and *gl* look alike (class, glass; clue, glue), we practise only *cl* in syllables.

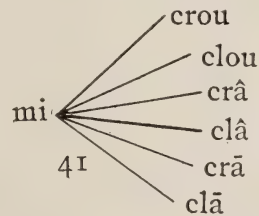
MIRROR PRACTISE

FIG. 40.—Two syllables.



Practise Fig. 40 same as Fig. 25 (1), (2). Notice the action of the tongue in syllables containing *l*.

FIG. 41.—Two syllables.



Practise Fig. 41 same as Fig. 25 (1), (2). Notice the forward movement in the syllables having *r* before the vowel and the tongue movement for *l*.

SENTENCE PRACTISE

I shall be glad to go. They will be glad to see you. Would you be glad if they came? I am glad of it. I am glad for your sake. I am glad it is so. I am glad you found it. I am glad to remain here. I am glad it happened so. I shall

be glad to replace it. Who claimed it? Who claimed the watch that was found? What do they claim? They claim that it is not right. She claims that she found it there. Do you think it will clear off? Do you think it will clear off before we go? It is very clear. Clear the way. The sky is clear. It may clear off. Can you make it clear to them? I am glad it is clear. If it clears, I shall go. I shall be glad to go if it clears. If it is clear, we will climb the hill. Clean the window. Clean the room. Clean your gloves. Shall I clean them for you? Can these gloves be cleaned? Where can I have my gloves cleaned? Are you sure it is clean? Can you classify the flowers? Can you classify the words? Shall I classify them for you? He will be glad to classify them for us.

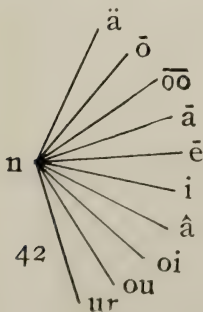
LESSON TWELVE

N BEFORE A VOWEL

In *n* the point of the tongue is placed behind the upper gum. The teeth are only slightly separated, the degree of opening depending upon the vowel that follows. There is only a very slight visible outward movement. It is similar in appearance to *t* and *d*, but these have more jaw movement and are shorter.

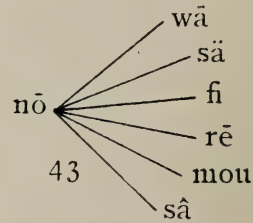
MIRROR PRACTISE

FIG. 42.—One syllable.



Practise Fig. 42 same as Fig. 9 (1), (2), (3). Form a syllable with consonant *n*.

FIG. 43.—Two syllables.



Practise Fig. 43 same as Fig. 14 (1), (2), (3), (4), (5). Direct attention to the consonants rather than to the vowels.

Change the leading syllable, *nō*, in Fig. 43 to *now* and continue same drill.

NOTE.—*N* is a difficult letter to see in syllables. Practise words beginning with *n* in short sentences frequently. *N* after a vowel is very obscure. Words like rain, own, noon, mean, fine, etc., should be practised in short sentences.

SENTENCE PRACTISE

n before a vowel

How do you know? I do not know. I do not know how. They never know how. They never knew how. They never need know about it. They need you. We need them. We need them now. Do you need it now? I think we shall need more. Probably we shall need more. Probably we shall need nine more. Probably we shall need nine more. He may need more. He may need more before long. He may never need them. I wish I knew about it. I wish to know about it. I wish I knew more about it. I wish you would tell me what you know about it. Do you know them? Do you know her? Do you know her well? Do you know anything about it? Do you know anything more about them? I don't know. No one knows about it. No one seems to know about it. Tell us what you know about them. We have nothing to do with it. There is nothing to do. There is nothing the matter with it. There is nothing more to see now. I have nothing to say about it. I will have nothing to do with it. I will have nothing more to do with them. I know that he had nothing to do with the affair. If she

knew that, she would have nothing to do with it. Neither of them had anything to do with it. Neither of them had anything to say about it. Neither one nor the other knew about it. Neither of them had heard the news. Neither of them can come in the forenoon. I shall go at noon. I shall not go at nine. We shall go before nine. I shall go in the forenoon. I shall go at night. I shall not go now. They may go next week. I shall go in November. I shall go in the afternoon. I know that they will not arrive before noon. She never comes in the forenoon.

SENTENCE PRACTISE ON SHORT WORDS
ENDING IN N PRECEDED BY A
LONG VOWEL

ain (as in vain)

I waited in vain. They called in vain. She tried in vain to find him. That is very plain. It was in plain sight. It must be put in plain sight. I fear it will rain before we get home. How long will they remain? We tried in vain to persuade them to remain. How much did you gain? We may gain time by going that way.

own (as in known)

Do you own that house? That is her own. Is that your own? The man was unknown in the town. It is unknown why he resigned. It was thrown away. Will you 'phone me? 'Phone me at nine. Do not 'phone me after noon. Are you sure that it has not been thrown away? Is that all that is known about it? It is not known why he left home. The name is well known. He was a well-known writer. Will you loan me the book? I may loan it to him. The birds have flown south. It was blown away. Perhaps it was thrown away.

oon (as in soon)

How soon can you come? How soon can they be here? How soon will you know? How soon can you phone? Let me know as soon as you can. I will phone you as soon as possible. I will phone you before noon. I will phone you some time in the forenoon. The man will

prune the vine. Did you prune the rose bush? How soon can he prune the grapevine?

een (seen)

Do you mean to go? Say what you mean. If you mean it, don't be afraid to say so. Do not be afraid to say what you mean. Have you seen them? Have you seen her since last year? Tell him what you have seen. I have seen her before. Clean the glass. Clean the window. Clean your gloves. Clean them as soon as you can. Clean them before noon. I mean to clean them this forenoon.

ine (as in fine)

Will you dine with us? Can you come and dine with us soon? What time do you dine? She asked me to dine with her. That is mine. That is not mine. Mine is too fine. Mine is not fine enough. I will give you mine. Mine was thrown away. I will loan you mine. Please bring mine this afternoon. I have found mine. Mine is not good. How will you line it? Can you line it for me? Will you line mine for me? I mean to line mine.

own (as in town)

Why do you frown? Don't frown. Mine is brown. Give her the brown one. The brown one is larger than mine. I like the green one better than the brown one.

urn (as in burn)

Did you burn yourself? How did he burn himself? Don't burn the paper. How much does he earn? How much can he earn in a week? Can you learn it? Can you learn how? Can you learn how to make it? I should like to learn how. I mean to learn how very soon. When did you return? Return the book before noon. Shall I phone you when I return?

LESSON THIRTEEN

Thus far we have practised only the long vowels and the diphthongs. In this lesson we practise five short vowels: *ă* (an), *ɔ* (on), *ɪ* (in), *ʊ* (fun), *ɛ* (then).

For *ă* we see a slight downward movement of the jaw.

For *ö* we see a forward movement of the lips, less round than for *âw*.

For *ĩ* we see a slight backward movement of the lips, like *ē*, only shorter.

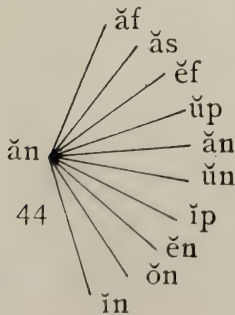
For *ũ* we see a short downward movement, like *ä*, only shorter.

For *ě* we see a shorter downward movement than for *ä*. The mouth does not open quite so wide. There is also a slight backward movement of the lower lip.

NOTE.—In pronouncing the long vowels and diphthongs without a consonant the movement or movements can be plainly seen. In pronouncing a short vowel by itself, however, the movement does not show at all. In conversation short vowels are not used alone as words except in the one case of the indefinite article—a book, a shop. Read over carefully the definitions of the movements for *ä*, *ö*, *ĩ*, *ũ*, and *ě* at the beginning of this lesson; then, with the help of a mirror, notice the movement for *ä*, *ö*, *ĩ*, *ũ*, *ě*, when followed by *n*, as *an*, *on*, *in*, *un*, *en*; also when followed by a consonant of the first class—for example, *ăf*, *öf*, *ĩf*, *ũf*, *ěf*. Notice also for *n* the mouth remains open, while for *f* it closes. In the latter case the vowel movement is more readily seen. Since there are numerous short words in the English language containing a short vowel followed by *n* (*fan*, *on*, *pin*, *fun*, *then*), these should receive special attention, always remembering that it is the vowel movement that is the important one in the syllable.

MIRROR PRACTISE

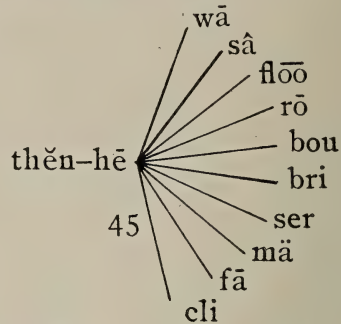
FIG. 44.—Two syllables.



Practise Fig. 44 same as Fig. 14 (1), (2), (3), (4), (5).

Change leading syllable, *ăn*, in Fig. 44 to *ön*, *in*, *ün*, *ěn*, and continue same drill.

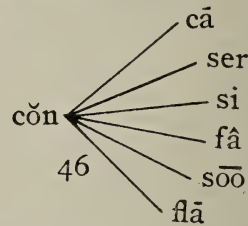
FIG. 45.—Three syllables.



Practise Fig. 45 same as Fig. 25 (1), (2).

Change the two leading syllables, *thěn-hē*, in Fig. 45 to *whěn-thā*, *ön-mi*, *in-wün*, and continue same drill.

FIG. 46.—Two syllables.



Practise Fig. 46 same as Fig. 14 (1), (2), (3), (4), (5).

Change leading syllable, *cõn*, in Fig. 46 to *in*, *ün*, *ěn*, and continue same drill.

SENTENCE PRACTISE

an (as in plan)

What is your plan? What do they plan? Do you plan to go with them? When do you plan to go? When do you plan to leave? Can you plan to do it tomorrow? Can you plan to do it without me? Can you give me the plan? I can. This is my plan. Do you know a better plan? I know of no other plan. This is better than that. Their plan is better than ours. I wish you would think out a better plan. How can she do so? He

ran away. The boy ran away to sea. We ran for the car. Who ran the race?

on (as in gone)

She was on the way. Put it on. Where have they gone? Where did you say that he had gone? He may have gone with them? Do you think the man has gone away? He has gone on his way. Go on with the game. Had they gone when you called for them? Why should they have gone so early? They were on the way. We saw the man row on the river. The car leaves on the hour. The name is on the cover of the book. What does it say on that sign? I found this piece of paper on the floor. Can you tell me if the car leaves on the half hour?

in (as in pin)

You must do it in the right way. Break it in halves. What would you do in my place? I hope we will win. I am sure they can win if they try. That is too thin. Pin them together. I shall be ready in a moment. What shall we do in the meantime? That is in my way.

un (as in fun)

I have none. I have none to spare. Give me one more. It can be done. It must be done now. It must be done at once. Can it be done? Run away. Run as fast as you can. He was run over. You will have to run if you wish to get that car. Who won? I believe her brother won the prize. It was great fun. None of them will do. There is one. There is not one. There may be one or more. Give me this one. Which one is yours? Which one do you want? They are all done. They are all gone. I will give you one more. You may be sure that it will be done well. You may be sure that it was done in fun. Can you give me one more? None of these will do.

en (as in pen)

Then I may go. I may go then. When will you go? When will you go again? Can you go then? Then go if you can. Then I must give up the plan. Then I

will give you one more. Please come, then, if you can. She gave me her pin. How many men were there? Were there ten men there then? Come at ten if you can. Let me know when they arrive.

LESSON FOURTEEN

T OR ED AT THE END OF A WORD, AFTER CONSONANTS OF CLASS I

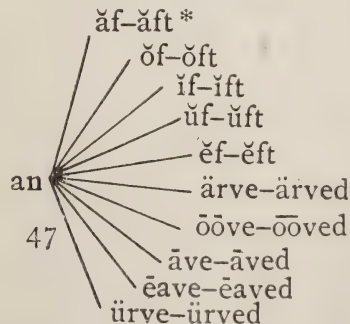
ft (*ved*), *st*, *pt* (*mt*, *med*, *bt*, *bed*)

There is a downward movement of the jaw when *t* or *ed* follow these consonants.

NOTE.—In the first twelve lessons we practised only initial syllables. In this and a few subsequent lessons we study the movements of some final syllables. These, however, are not so important for the lip-reader, since in rapid conversation they are not often seen (sometimes not even pronounced), and it is far more important for the lip-reader to get the right vowel and the preceding consonant. Therefore pupil is advised not to spend too much time on final syllables alone. When the movement is seen, practise words containing such syllables in sentences. The syllable drills in the first thirteen lessons, on the contrary, should be frequently reviewed with the aid of the mirror, or they may be given by some one else and repeated by pupil. *Always speak natural.*

MIRROR PRACTISE

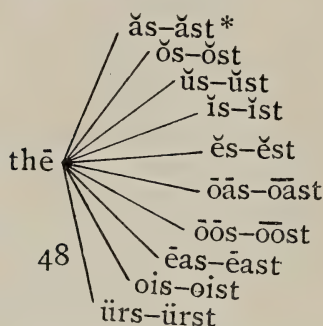
FIG. 47.—Three syllables.



*Notice that in the syllable *af* the mouth is closed at the end of the syllable by bringing the lower lip against the upper teeth. In *aft* it is opened when the *t* (or *ed*) is pronounced. Hence the downward movement of the lower jaw.

Practise Fig. 47 same as Fig. 25 (1), (2).

FIG. 48.—Three syllables.



Practise Fig. 48 same as Fig. 25 (1), (2).

SENTENCE PRACTISE

ft, ved, at the end of a word

How much have you left? Is this all that is left? Who left this? It was left this noon. It was left by mistake. I have none left. I think I have five or more left. Turn to the left. Can you lift it? Will you lift this for me? Sift the flour. Who carved that frame? I carved the beef. They have moved. Do you know where they have moved? It was proved. He proved that he was right. Do you think she has improved? It might be improved upon. He reproved me. I approved of the plan. How much have you saved? How many were saved? I hope he behaved well. The road curved. Have you reserved the seats? The fruit must be preserved. What have you received? We believed the report. It grieved me to hear the news.

pt (ped), *med*, at the end of a word

Some one rapped on the door. We stopped on the way. They must have stopped there over night. My watch has stopped. We popped some corn. She

*Notice that in *as* the mouth is closed at the end of the syllable by bringing the teeth apparently together. In *ast* it is opened when *t* (or *ed*) is pronounced. Hence the downward movement of the lower jaw. Same movement is seen when *t* (or *ed*) follows *p*, *b*, or *m*.

kept it for me. He kept his promise. We slept well. She slipped on the ice and broke her left arm. The man clipped the rose bush. I hoped that they would come before noon. They roped off the street. The boys roomed together. We resumed our work. The roses bloomed in June. They blamed me. Who was blamed? Who claimed the watch that was found? It seemed to be good.

st (sed) at the end of a word

I saw them last week. The last one was good. Come at half-past four. The last one was better than the first. How fast can you walk? We passed them on the avenue. They passed by the house last night. I have lost it. We lost sight of them. We crossed the bridge. How much did it cost? We must go. This must be the last one. You must see them. You must rest. Give me the rest of it. This is the best one I have seen. Don't waste so much time. It was the first time she crossed the ocean. It seemed to be the best way. It seemed so at first. This one is the worst one of all.

LESSON FIFTEEN

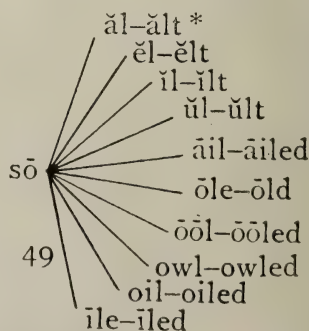
T OR ED AT THE END OF A WORD, AFTER CONSONANTS OF CLASS II

rt (red), *lt (led)*, *ct (ked)*

There is a slight upward movement of the jaw when *t* or *ed* follow these consonants.

MIRROR PRACTISE

FIG. 49.—Three syllables.



*Notice the upward movement of the jaw when *t* follows *l*.

Practise Fig. 49 same as Fig. 25 (1), (2).

NOTE.—Same upward movement is seen when *t* or *ed* follow *r* and *c* or *k*. Syllables ending in *nd*, *nt*, or *ned* after a vowel are somewhat longer than those ending in *n*. Examples: an, and; fun, fund; sin, sinned. Also syllables ending in *nk* or *ng*. Examples: ban, bank; in, ink; sun, sung. The difference, however, is so slight that it is not wise to spend much time practising them in syllables. Sentence practise containing such words is more profitable.

SENTENCE PRACTISE

rt (*red*, *rd*) at the end of a word

Did you take part in the play? Which part do you prefer? That is the best part. My part is short. When did you start? Start at once. Read the report. How it poured last night! Where do you board? Have you heard about it? The word was blurred. Where shall you board the train? I received word this morning. We aired the house before they arrived. The roof must be repaired. They shared it with us. The sun appeared in the afternoon. The farmer sheared the sheep. They were much admired. They retired early. I heard such an absurd report.

lt (*led*) at the end of a word

I felt sorry for them. Who built this house? Who built the fort? The flowers will wilt. The glass was filled to the brim. How many were killed? He failed to keep his promise. They sailed last week. The letter was mailed last night. The woman's face was veiled. The chart was nailed to the wall. We hailed the car. The house has been sold. They fooled him. It has cooled off. She peeled the oranges for us. The letter was not sealed. The dog growled at us. Have you boiled the fish? It must not be soiled. The flag was unfurled. What was the result? Whose fault was it?

ked (*cked*, *ct*) at the end of a word

I packed the case before I left. Who cracked the nuts? He locked the door. We talked it over last night before he left. Have they picked the berries? We are booked to sail on the 4th of May. Will you help me select one? I don't know which one to select. He is right in that respect. He worked very hard. They walked to the station together. The boys always poked fun at him. I thought it looked well enough.

nd (*ned*), *nk*, at the end of a word

Hand me the book. Hand it over to her. She fanned herself. Where did you land? What time did they land? What have you planned to do? Bend the wire. Can you bend (mend) it? I must attend to it before they come. How much money did you spend? He gained nothing by the sale. It pained me to lift my left arm. How it rained yesterday! Who owned the place? Will you attend to the matter at once? I will send it to your friend. My friend loaned me the book. She 'phoned me that she could not go. How much did you find? Can you bind a book? Have you learned how? We went there together. The ship sank in the sound. You must thank them for it. Did you thank your friend? Did the cloth shrink? Turn the crank. We laid a plank across the brook. Fill out the blank and send it to the bank. How long do you think she will remain? Can you sing that song? Who rang the gong?

LESSON SIXTEEN

S AT THE END OF A WORD, AFTER
CONSONANTS OF CLASS I

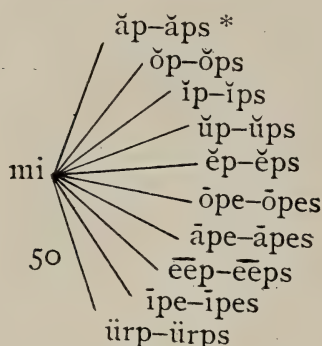
fs (*vs*), *ps* (*ms*, *bs*)

In pronouncing *s* after consonants of Class I we see a downward movement of the lower lip.

MIRROR PRACTISE

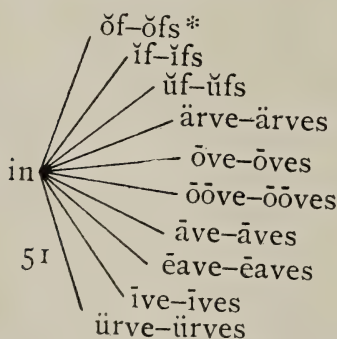
Practise Fig. 50 same as Fig. 25 (1), (2).

FIG. 50.—Three syllables.



*Notice that in *āp* the lips are closed at the end of the syllable. When *s* follows *p*, we see a downward movement of the lower lip. This movement is necessary in order to emit the breath when *s* is pronounced. In *ms* and *bs* the movement is the same as in *ps*.

FIG. 51.—Three syllables.



*Notice that in *ōf* the mouth is closed at the end of the syllable. When *s* follows *f* or *v*, there is a downward movement of the lower lip. At the same time the lower teeth, which were covered while pronouncing *f* or *v*, are visible. The lower jaw does not move.

Practise Fig. 51 same as Fig. 25 (1), (2).

SENTENCE PRACTISE

ps (ms), fs (vs) (ves), at the end of a word

She hopes to go. My friend rooms with me. He keeps up. He keeps on with the work. It keeps us busy. She improves her time. It saves much time. It serves them right. That proves it. That proves that he is right. My friend hopes to return before next month. It

seems good. Do you believe he approves of that? Show me where he lives. Did they come to terms? That serves him right. He rooms near by. It keeps up their courage. He moves about from place to place. It gives us pleasure to go with them. That gives us time to think over the matter. The car leaves here on the hour. Will you go halves with me? It serves the purpose well.

LESSON SEVENTEEN

S AT THE END OF A WORD, AFTER

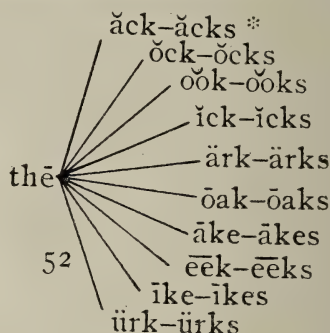
CONSONANTS OF CLASS II

ks (gs), ds (ts), ls, rs, ns

In pronouncing *s* after consonants of Class II we see an upward movement of the lower jaw.

MIRROR PRACTISE

FIG. 52.—Three syllables.



*Notice in pronouncing *äck* the mouth remains open, while in *äcks* the teeth are brought together after pronouncing *k*, and therefore we see an upward movement of the jaw. Same upward movement is seen when *s* follows *l*, *d* (*t*), *r*, and *n*.

Practise Fig. 52 same as Fig. 25 (1), (2).

NOTE.—The letter *x* is pronounced like *ks*, and therefore words ending in *x* come under this group. Examples: tacks, tax; flocks, phlox.

SENTENCE PRACTISE

ks (kes), ls, ns, at the end of a word

It takes too long. You vex me. She talks too much. He walks very fast. He

works hard. He works well. It works like a charm. It makes no difference. It makes a good impression. He makes the best of it. He makes the most of his time. She thinks it would be the right thing to do. My brother thinks well of the plan. She looks well. She looks ill. It provokes me. It provokes me to think I left it at home. It makes me cross. It makes me ill. It makes all the difference in the world. I do not like the looks of it. It breaks easily. He breaks it off. He breaks the apple in halves. My father calls for the books on his way home. The ship sails at 4 o'clock. Who owns that land? Let me know who wins the game. I shall be sorry if he fails. What ails her? He takes great pains to do the work well. My friend plans to be here by next week.

LESSON EIGHTEEN

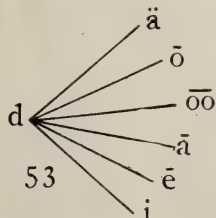
D AND T BEFORE A VOWEL

These belong to consonants of Class II and are explosive sounds.

For *d* and *t* the tip of the tongue is placed behind the upper gum and the sides touch the upper side teeth. The breath is forced out between the teeth and the tongue falls back into its flat position. It is this movement that we see in the lower jaw, which is the visible characteristic. We have the same movement for *k*, hard *c*, and *g*, but in *d* and *t* it is somewhat plainer. Since *d* and *t* look exactly alike when spoken, we practise only one in syllables, namely, *d*.

MIRROR PRACTISE

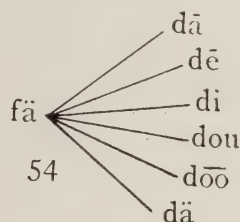
FIG. 53.—One syllable.



Practise Fig. 53 same as Fig. 9 (1), (2), (3).

Form a syllable with consonant *d*.

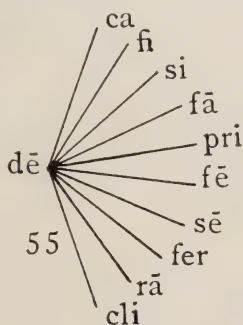
FIG. 54.—Two syllables.



Practise Fig. 54 same as Fig. 14 (1), (2), (3), (4), (5).

Change the leading syllable, *fä*, in Fig. 54 to *so*, *mā*, *cō*, *rē*, *nou*, and continue same drill. Direct attention to the consonants.

FIG. 55.—Two syllables.



Practise Fig. 55 same as Fig. 25 (1) and (2).

Change the leading syllable *de* in Fig. 55 to three syllables, *dōo thā dē*, and then to four syllables, *hou dōo wē dē*, and continue same drill, directing attention to the consonants.

SENTENCE PRACTISE

Please do it for me. Don't do it now. Don't do it today. I wish to do it. I did not do it. She did not wish to have me do it for her. I did not tell. I could not tell them apart. We did not dare to talk to him about it. Don't dare to tell them about our plan. Don't touch them. Did he deny it? Didn't I tell you so? Did you think that she would dare to do that? It is all done. It was done today. It was difficult to do it well. Was it done? Was it done in time? Can it be done? Are

you sure it can be done? Did you know that it was done? Don't let him do it? Don't let them touch it. I don't dare to do it. Have you decided what to do? Have you decided to tell her about it to-day? What difference does it make? What is the difference? Are you too tired to do it now? Tell her I cannot do it. Who told you to do that? You must not delay. If you delay any longer you will miss the car. You cannot depend upon them. It depends upon how much time we have. Don't depend on her. Don't depend upon me to do it today. That will depend upon the weather. No doubt they will come today. Doubtless it would be well to do it at once. I doubt if he would dare to do that. I dare you to do it. Turn it off. Turn it over. Turn it out. Turn it back. Turn over a new leaf. Now it is my turn. Shall we turn back. Tear it off. Tear off a piece of it. Tear it in halves. Don't tear it up. Tie them together. What time do you retire? He retired from business some time ago. He will doubtless arrive some time today or tomorrow.

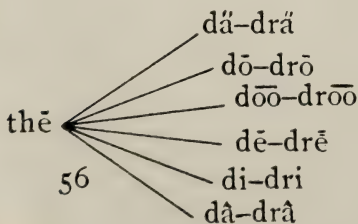
LESSON NINETEEN

Dr and *tr* before a vowel have the same forward movement as in the combinations *fr*, *br*, (*pr*), *thr*, *cr*, and *gr*.

As they look alike, we practise only *dr* in the syllables.

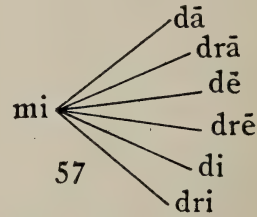
MIRROR PRACTISE

FIG. 56.—Three syllables.



Practise Fig. 56 same as Fig. 25 (1) and (2). Notice the forward movement in the syllables containing the *r* after *d*.

FIG. 57.—Two syllables.



Practise Fig. 57 same as Fig. 14 (1), (2), (3), (4), (5).

SENTENCE PRACTISE

Is that true? I can't believe that it is true. Tell the truth. Probably it is not true. Try to come. Try to do it today. Try hard. Try not to think of it. I dread to think of it. I dread to go there alone. What did you dream? I had a dreadful dream last night. No one dreamed of such a thing. No one dreamed that it could be true. Have you traveled much? I dread to travel alone. He has traveled all over the country. Can you draw? Who drew up the paper for you? Who drew the prize? Who drew the plan of your house? He was tried for treason. Please give me a drink of water. I shall try to come early. Who drove the automobile? Will you take us for a drive some day? Doubtless it would be well to try. I don't think he tried.

LESSON TWENTY

SH, CH, J, AND SOFT G BEFORE A VOWEL

These all look alike, as may be illustrated by pronouncing the following words:

Shop, chop; chest, jest; German, Sherman. Having practised the *sh* in the first lesson, there is no further syllable drill to practise before the mirror in this lesson.

SENTENCE PRACTISE

Shall I show you how? Shall I show you the way to the church? Which one shall I choose? Which one did you choose? That is my choice. You have made a wise choice. I don't know which one to choose. It would be just as good.

Will you join our class? I cannot join you just now. Just at present we cannot change our plans. How did you enjoy your journey? I think I shall enjoy the journey to Japan. If I have a chance I shall go. Be sure to join them if you have a chance. I mean to go the first chance I have. That will be your last chance. There is not much chance of that. You must take your chances. You have missed a fine chance. I cannot judge. You must not judge him too harshly. Use your own judgment. I should judge so. I should judge that that would do just as well. How much did they charge you? Charge it to me. It will be charged to them. Do you think they overcharged us? That gentleman has just returned from a journey around the world.

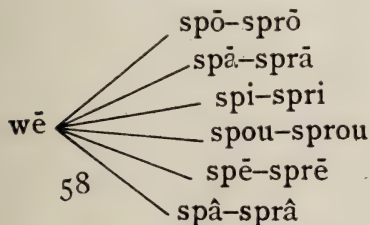
LESSON TWENTY-ONE

SP (OR SM), SPR, ST (OR SN), STR
(OR SCR),* SW, AND SL

NOTE.—In this lesson we have no new letter; the above, being common combinations, however, should be practised.

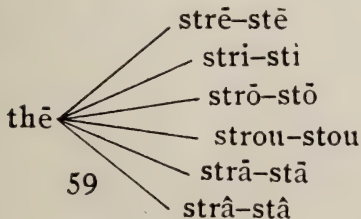
MIRROR PRACTISE

FIG. 58.—Three syllables.



Practise Fig. 58 same as Fig. 25 (1), (2). Notice the forward movement in syllables containing the *r* before a vowel.

FIG. 59.—Three syllables.

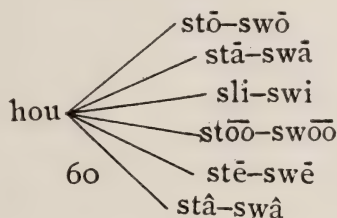


**Str* and *scr*, although not formed alike, are, in outward appearance, almost identical.

Practise Fig. 59 same as Fig. 25 (1), (2).

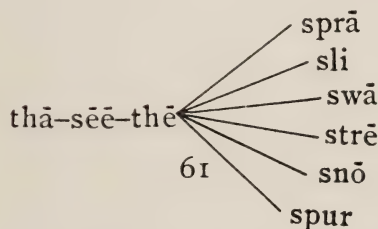
Practise Fig. 60 same as Fig. 25 (1), (2). Notice the tongue movement in syllables containing *l* and the forward

FIG. 60.—Three syllables.



movement of both lips in syllables containing *w* before a vowel.

FIG. 61.—Four syllables.



Practise Fig. 61 same as Fig. 25 (1), (2). Change the three leading syllables, *thā sēē thē*, in Fig. 61, to *hōō sâ thē*; *shē mā sēē mī*; *in wūn*; *wē prē fer thē*, and continue same drill.

SENTENCE PRACTISE

Describe it to me. Can you describe the stranger who came to the door? Stop a moment. Stop thinking about it. Did you stop at the station to inquire about the trains? Don't stay away too long. Please step to one side. Step back a moment, please. Don't spoil it. Can you spare the time? Give me all you can spare. In spite of everything, I am sure she will stand the test. It stands to reason that he cannot do it. He stands up for his rights. I sprained my ankle. Will you stop at the news-stand in the station and buy me a paper? The men spray the trees to destroy the gypsy-moth. Are you fond of outdoor sports? That string is not strong enough. The man was a spy. Can you swim? Who was the speaker at

the last meeting? He drove a fine span of horses. Will you stop at the steamship office and engage my passage? He told us such a strange story.

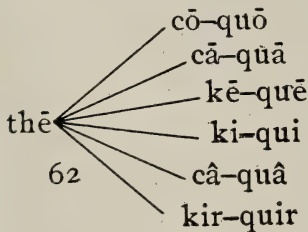
NOTE.—For more advanced sentence practise on these lessons see my textbook: "The Müller-Walle Method. Lip-Reading for the Deaf (Bruhn Lip-Reading System), 248 pp.; price, \$2. For sale at the Volta Bureau, Washington, D. C. This book contains over 3,000 sentences, 27 stories arranged in exercise form, and advanced exercises in initial and final syllables.

LESSON TWENTY-TWO

THE LETTER Q IS A COMBINATION OF K
AND WH (KWH)

The movement is plainly seen by comparing syllables beginning with letter *k* or hard *c* with syllables beginning with *qu*. Notice that in syllables beginning with hard *c* or *k* we see only a cheek and jaw movement, while in *qu* we have the cheek and jaw movement followed by a forward movement of the lips before the vowel.

FIG. 62.—Three syllables.



Practise Fig. 62 same as Fig. 25 (1), (2).

SENTENCE PRACTISE

Can you quote the remark? Quote the quotation. I will quote it if I can. I will question him. He was cross-questioned by the officer. Did you question the boy? There is no question about it. To whom did he bequeath his property? How much time do you require? Do you require more? It is quite probable that I shall go. It is quite remarkable how well he remembers the quotations. You are quite

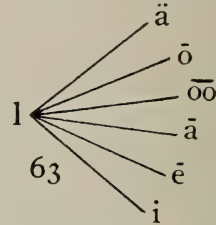
right in that respect. Quite likely they will come tomorrow. I shall request him to make a full report. Do it as quickly as possible. Unquestionably, that would be the best way. Finish the work as quickly as possible. It is out of the question for me to do that today. Can you lend me a quarter? He is not qualified for the position. That is a very poor quality.

LESSON TWENTY-THREE

L BEFORE A VOWEL

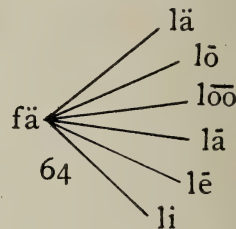
The movement for the letter *l* was shown in lesson 2. For *l*, we see the action of the tongue as the tip is raised.

FIG. 63.—One syllable.



Practise Fig. 63 same as Fig. 9 (1), (2), (3), forming a syllable with consonant *l*.

FIG. 64.—Two syllables.



Practise Fig. 64 same as Fig. 14 (1), (2), (3), (4), (5).

Change leading syllable *fä* in Fig. 64 to *sē*, *mī*, *cō*, *dē*, *rē*, *nou*, and continue same drill. Direct attention to the different consonants.

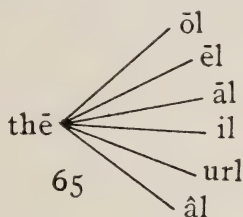
SENTENCE PRACTISE

Lift it up. Lift up the rug. Lift up the lid. What time did they leave? She left at eleven. It was late when they left. Would you like to live there? Would

you like to look it over? Where did you look for it? Let us look it up before we leave. She looked very well the last time I saw her. Don't lose my book. I lost it on the way to the lake. How late is it? Lead the way. Lay the paper on my desk. How long ago were you there? How long will it last? I shall leave it to them. I prefer to leave early. Loan me the book until tomorrow. I loaned it to him a long time ago. I shall look forward to the lecture. Let me show you where they live. Let me see last month's magazine. The house is large, but the rooms are low. The last car leaves at twelve. There is no time to lose.

me call him. Do not forget to call them up on the telephone. Tell me about the ball. How do you spell the name? Fill my pen. Did they sell the old house? Tell me what to do about it. Mail the letter before noon. Boil the water. Don't fail to see them. Will you tell the story

FIG. 65.—Two syllables.



LESSON TWENTY-FOUR

MIRROR PRACTICE

L after a vowel has the same movement as *l* before a vowel.

Practise Fig. 65 same as Fig. 25 (1), (2).

SENTENCE PRACTISE

Will you call for me? Is that all? Let

once more? Let us go for a sail. Did you go by rail? The hall was well filled last night. It would be well to go early. Did you fill it? feel it? boil it? soil it? mail it? sell it? Fill it to the brim. That will fill the bill. Where do they sell it? Do you feel sure about it? All is well that ends well.

REVIEW SYLLABLES

IN THE preceding 24 lessons the movements for all the principal sounds have been shown and practised in *short* sentences.

The following 24 exercises are based upon the same movements, sentences being longer, more disconnected in thought and, therefore, more difficult for the lip-reader to follow.

The pupil should be thoroughly familiar with the movements given in the 24 lessons before practising the following exercises.

The person who is to read the sentences to the pupil should be familiar with the same and always remember to speak naturally, repeating sentences frequently, and changing the order of words.

REVIEW SYLLABLES UNDER FIGURES 1-14, IN LESSON ONE

Sentences.—We may see the ship in the bay. Pay the farmer for the sheep.

The moose was in the zoo. Who will show me how to weave the cloth? The foe may seize the ship. Pay the fee at the booth. They say the ship is safe in the bay. See me wave the palm. Sue says she will show you the path to the bay. May I have a piece of beef? It seems to be the right shape. Show me where the fish are. These seem to be better than those. You may pay me for them. May we see the whip? They may show you the sheep at the farm. They seem to be ashamed. Is the thief on the same ship with them? Save both the soup and the fish for me. We may move the safe. It was not safe to move them so far away. We wish to see them safely on the way before we go.

REVIEW SYLLABLES UNDER FIGURES 15-19, IN LESSON TWO

Sentences.—Shall I buy a pipe for the boy? My wife will buy a pair of shoes

for the waif. Shall we save the pie for you? Where were you when the boys came home from the South? By the way, have you seen them since they were here in May? What size shoes shall I buy for you? Are these shoes size five? I shall be at home by five. Save a few pieces for me. You may have four or five more if you wish. Buy a fife for your boy. We found them on the way to the South. Where shall we find you? You were wise to buy them there. Will you show me how by and by?

REVIEW SYLLABLES UNDER FIGURES 20-22,
IN LESSON THREE

Sentences.—Did you go to the game with the boys this afternoon? Have the kindness to give me a cup of coffee. Does this car go to the cave or to the cove? Keep the key in that case. Ask him to give you the coat and the cap. The cook will make us a cup of cocoa. He was lying on the couch when I came in. A cargo of coffee came from the South. What time does the car leave? The case was beautifully carved. How many sides has a cube? Does the farmer keep the geese in a coop? How much is that gold coin worth? Did you ever see a cuckoo? Be careful. What kind of a car did you buy? The bookcase is too large for my room. Have you been as far south as Cuba? I wish to go to Chicago with them. My father is book-keeper for the same firm. Can you come so early?

REVIEW SYLLABLES UNDER FIGURES 23-26,
IN LESSON FOUR

Sentences.—Please remember to reserve four or five seats for me. He remained firm. I don't believe we can rely upon them. Remind me to show you the report before you go. I received the case this morning. It serves the purpose very well. Begin the work at once. It began to thaw. You must report at the office at five o'clock. I refuse to give it up. Did you remove the sign in the window before they came? I would not refer to it again if I were you. Did he give you a receipt for the money? I remember the first time we saw them. Do you re-

member the shape of the case? You must not say so if you are not sure. I do not wish to repeat the remark he made. You must remove your coat and cap when you come in. You should review your exercises in lip-reading often. We cannot begin before they come.

REVIEW SYLLABLES UNDER FIGURES 27-29,
IN LESSON FIVE

Sentences.—I heard that he had sold his house. What harm is there in that? Give me one-half. I don't want the whole. What is the height of the highest mountain? Don't try to hide it from them. It happens that I am out whenever they call. The hall was well filled last evening. The day of the horse-car is gone forever. We sailed down the harbor as far as the fort. How did it happen that he returned so soon? Whose house is that? Did you ever see a herd of buffalo? Help me find the half-dollar that I lost. We shall rehearse the play in the hall. They were all at the wharf an hour before the ship sailed. What did he pay for the house on the hill? There is a haze over the harbor this morning.

REVIEW SYLLABLES UNDER FIGURES 30-31,
IN LESSON SIX

Sentences.—Do you prefer to travel by rail or by water? Who won the race? He raised some rare flowers in his hot-house. It is wrong to say that. Did Roy write that rhyme? How many sheets are there in a ream of paper? The road was steep and rocky. The river rose three feet. How many rows of corn did you plant? It rained hard during the night. Did you read the report in the paper this morning? I read the rest of it on the car. What is the reason you refuse to row up the river? How far are you from the railroad? It does not seem to be the right way. The horse rushed down the road. Ruth asked Roy to show her the way to the river. Who wrote the book on Russia?

SEE NOTE FOR THE MOVEMENT OF *r* AFTER
A VOWEL IN LESSON SEVEN

Sentences.—The more they have the more they want. The shower may be

over before you start. The hare and the tortoise ran a race. Your car leaves on the hour; mine leaves here on the half-hour. How much power has the mayor? Let us gather some flowers for them. We found wild strawberries here and there. That is sheer nonsense. I don't know his whereabouts. That is by far the best car to take. There were far more than I thought. That is more than I want to pay. I told him to reserve four seats in the rear of the hall. What time did you say that he would meet us at the pier? We saw the fire from afar. Be sure to be at the pier before four. We have more and more to do every year. It was year before last that I saw them there. Where did you say that they were going?

REVIEW SYLLABLES UNDER FIGURES 32-35,
IN LESSON EIGHT

Sentences.—Bring me some fresh fruit from the market. He will be free by the end of the week. You are free to do as you please. Do you think that picture would look well framed? Can you prove that statement? Do you approve of our plan? He reproved me. What time do you have breakfast? We had seats in the front row at the rehearsal. What is the price of the new book? We hired the front room. I frequently see him at the theater. Her brother is professor at Columbia University. Will you have the circulars printed for me? It will probably be too late to go there today. You must be prompt. You must practise what you preach. He has reason to be proud of his prize. Do you prefer the brown one? Who will preside at the meeting? This one is better than the preceding one. Did you preserve much fruit this year?

REVIEW SYLLABLES UNDER FIGURES 36-37,
IN LESSON NINE

Sentences.—Who heard the cry? Who committed the crime? The cry was heard from afar. There are a great many grapes on our vine this year. Will you row me across the river? I met her at the cross-road. Our club members

have been busy sewing for the Red Cross. Take the green car that stops in front of the greenhouse. Do you think they will agree to that? We bear him no grudge. Have you ever studied Greek history? They have gone on a cruise around the world. Tell him to cut the grass in front of the house. The hall was crowded and we had great difficulty in finding a seat. Ask the grocer to grind the coffee. Shall we make a fire in the grate? I think you have made a great mistake. Did your brother raise a good crop of grain this year? Hear the frogs croak! What a cruel thing to do!

REVIEW SYLLABLES UNDER FIGURES 38-39,
IN LESSON TEN

Sentences.—Is this the place to which you referred? We could see the blaze from our window. Don't blame me if it is wrong. The postmark was so blurred that we could not make it out. Where did you see the fleet? We have a hardwood floor in our hall. Please help me pick some flowers for the table. The wind blew out the flame. It will give us much pleasure to go to the play with you. The ship plied its course through the storm. He was in a sad plight. The sign was put up in plain sight. There was not a flaw in the work. The lecture was free. We made but slow progress. What is the name of the place? What is the name of the play?

REVIEW SYLLABLES UNDER FIGURES 40-41,
IN LESSON ELEVEN

Sentences.—I should be glad if you would call their attention to the matter at once. Have they found a clue? Put some cloves into the preserves. We spoke to the clerk about the gloves. Who is the clergyman of your church? You will find a globe in the classroom. Did you classify the flowers? Let us classify the words before the class meets. Fill the glass with fresh water. Who claimed the gloves that you found? Who is president of the club? Do you prefer to ride in a closed car? Where did you find the four-leafed clover? I hope the clouds will clear away before noon. I shall be

glad to climb the cliff with you on a clear day. My clock has a clear face. Have you read McClure's magazine this month? Ask the glazier to cut the glass for you. We shall be glad to help you.

REVIEW SYLLABLES UNDER FIGURES 42-43,
IN LESSON TWELVE

Sentences.—They arrived from Norway in November. Who is your next door neighbor? Our neighbors have moved into their new house near the park. This needle is too fine. What number is it? I believe it is number nine. No, it was nineteen or ninety. There was an interesting article in the newspaper last night. Did you note the difference? Don't go before noon. I will call for you at nine. What is your nephew's name? Do not make so much noise. The noise annoyed me very much. Have they announced the engagement? I read the announcement in the newspaper. He was right nine times out of ten. We travelled through the Netherlands in 1909. The rain beat against the window pane. There was no sign of rain when I left town. Turn to the right after you cross the railroad track. If you return by noon, phone to me at the club.

REVIEW SYLLABLES UNDER FIGURES 44-46,
IN LESSON THIRTEEN

Sentences.—She spent an afternoon with me last week. I need an assistant in my office. You must make an effort to succeed. Do you prefer an upper berth? I want an answer before noon. Did they come to an understanding at last? That was an endless piece of work. I read an interesting story in last month's magazine. It was all over in an instant. I met him on my way in town. I would pack them all in one box. He has reason to be proud of the honor conferred upon him. How much flour do you consume in a month? In case they send me word I shall start at once. The insertion should be about an inch wide. Turn it inside out. I am sure that you have been misinformed. I am uncertain as to the result.

REVIEW SYLLABLES UNDER FIGURES 47-48,
IN LESSON FOURTEEN

Sentences.—Will you help me lift the rug in my room? How much money did you have left after buying the gift? Can you write with your left hand? My brother left for the West on the noon train. We missed the first train. Have you seen the postman this morning? Yes, he left some letters for you. Will you please buy me some paste when you go to town? You might at least try. Most of the guests had left. It was not proved that the boy committed the theft. Have you received a notice of the meeting? They crossed the river on a raft. That has saved us a great deal of trouble. We live in the last house on the left. That was the worst storm we have had. Please tell me where I can have some cards engraved.

REVIEW SYLLABLES UNDER FIGURE 49, IN
LESSON FIFTEEN

Sentences.—Our car is being repaired. He sent word that he could not start before ten o'clock. We must start at half past eight if we wish to meet them at the Art Museum. Did you take part in the play? He is a man of his word. Has anyone called me on the telephone this afternoon? Will you have a glass of port wine? They sold their old house last year, and have built a new one in the suburbs. We have just had the house wired for electric lights. He retired from business some years ago. That absurd report proved to be false. She was bound that it should be kept a profound secret. Read the article; it will give you a different point of view. The outward-bound ships were warned of the approaching storm. The book must be rebound before it can be used again. I meant to send them some money for the fund.

REVIEW SYLLABLES UNDER FIGURES 50-51,
IN LESSON SIXTEEN

Sentences.—Write out a list of names for me before you go. His name was last on the list. Let us have a game of whist. Clubs are trumps. What kind of

fruit will you have, plums or grapes? Many homes in that part of the city were destroyed by the flames. Can you give me the names of some interesting new novels? How many reams of paper did you buy? How many pipes have you? I bought a pair of glasses with gold rims. The frost nips the buds on the trees. There were five cabs in front of the station when the train arrived. Do you like soft-shell crabs? We saw a number of warships in the harbor today. We bought some new maps for the classroom. Will you go halves with me? That proves that he is wrong. I wish to see him as soon as he arrives. You must change your cuffs.

REVIEW SYLLABLES UNDER FIGURE 52, IN
LESSON SEVENTEEN

Sentences.—It takes time to do things well. It provokes me to think I left my books at home. He works hard to support his family. What is in the box that came by express this morning? He walks to and from town every day. We have decided to remain a few weeks longer. Did you ever climb any of the mountain peaks in Switzerland? Did you find the books you wanted at the library? I bought six books. We shall be gone about six weeks. Can you fix this for me? We have all sorts of flowers in our garden, phlox, lilacs, pinks, and jonquils. Did you ever see a field of flax in bloom? Do you like to play cards? Are all the seats reserved?

REVIEW SYLLABLES UNDER FIGURES 53-55,
IN LESSON EIGHTEEN

Sentences.—What day of the month is today? Today is the tenth of December. What time was it when you returned from town? I will go with you day after tomorrow or the following day, if you prefer. There is too much red tape about it. Can you play tennis? I think we shall have time for a game of tennis before dinner. That is not worth a dime. What have you done with the toy? Will you order a ton of coal when you go to town? I bought a dozen tea cups. Will you have some toast with your tea? My

brother, Dick, has gone to Tokio. Take the book with you when you go. The workman left his chest of tools. Take care, you will break the dish. I shall take my dinner down town today. Come at two o'clock. I have no doubt you will do well. Don't do it unless you are sure you know how. The government has just passed a new tax-bill. How much tax did you pay? Will you have some roast turkey for dinner? The meat is tough. The water is ten feet deep in some places. Can you dive? I have no time to show you how to do it today. May I borrow your time-table?

REVIEW SYLLABLES UNDER FIGURES 56-57,
IN LESSON NINETEEN

Sentences.—The train was half an hour late. Did you come on the express train? I think we can trust him not to betray us. How much is the fare by trolley? We might go part of the way by train and the rest by trolley, if you wish. Shall we take a trolley trip into the country this afternoon? We have planned to take a trip south this winter. My brother was trustee of the estate. I am sorry to trouble you with this matter. You must contrive to find some other way. The trunk has already been sent to the station. The expressman put the trunk on the auto-truck. They traced the thief to the station. We went for a long drive yesterday. The trees are beautiful in their autumn foliage. Did you plant some trees on Arbor Day? We saw the boys drill at the camp. He was tried for treason. He took the trick with the ace of trumps. The boys caught some trout for breakfast. Have you a good track team this year?

REVIEW NOTE ON *sh, ch, j, soft g*, IN
LESSON TWENTY

Sentences.—How did you enjoy your journey to Japan? What is the charge? Can you change this bill for me? Please give me one more chance. I had no choice in the matter. That is just what I want. The jeweller will repair the chain for you. I think you have made a wise choice. James asked me to play

a game of chess with him. The chess club meets at our house this afternoon. I joined the club last June. Mr. Chase has just come home from a journey around the world. Would you like to own a chicken farm? Did you speak to the judge? Have you ever served on a jury? That will be the chief thing to consider. They generally go on a journey at this time of the year. Who is that gentleman? He is a judge of the Supreme Court. Just look at that beautiful cherry tree! There were many rare gems displayed in the jeweller's window. Who is chairman of the committee? Have you ever crossed the English Channel? The crowd cheered him when he left the train. The gentleman sent me a check.

REVIEW SYLLABLES UNDER FIGURES 58-61,
IN LESSON TWENTY-ONE

Sentences.—Have you engaged your stateroom at the steamship office? Where is the State House? There is a statue in front of the State House. The flag is raised on state occasions. How high is the flagstaff? This paper is too stiff. I wish I could speak Spanish. Would you prefer to go to Switzerland or to Sweden? The letter was sent by special delivery. He lost his money speculating. That is a splendid specimen. The spacious hall was filled with people who were all anxious to hear the speaker. The clock has just struck six. Don't strike the horse. How many stripes are there in our flag? How high is that church spire? He owns a swift horse. The bridge was swept away by the stream. My coffee is too sweet. Can you describe the stranger who spoke to you on the street? Have you read last month's number of Scribner's magazine? Did you ever try to walk on snowshoes? I wish we would have a snowstorm, so that we could have a sleighride. I am going to Nova Scotia in the spring.

REVIEW SYLLABLES UNDER FIGURE 62, IN
LESSON TWENTY-TWO

Sentences.—That is not quite the same thing. Are you quite sure? Divide the

cherries into two equal parts. That was a queer story. Come at a quarter before two. It will be quite time enough if you are here by quarter past four. The place is too quiet. That is quite a different matter. To whom did he bequeath his property? We have a fine quartette at our church. I frequently go to that church to hear the choir. Were you in Japan at the time of an earthquake? That is quite out of the question. Unquestionably that would be the right thing to do. What are the requirements? How much do you require to finish the work? I think that ought to settle the question. Have you made inquiries about the best train to take? Please keep quiet about the matter. That is a very familiar quotation. How many quarts of berries did you pick? Can you lend me a quarter? Come back as quickly as possible.

REVIEW SYLLABLES UNDER FIGURES 63-64,
IN LESSON TWENTY-THREE

Sentences.—Leave the book on the table in the library. Have you looked everywhere for it? They were the last ones to leave. Don't stay later than eleven o'clock. Have you seen them lately? I will wait until you are at leisure. They lost their way and were late for lunch. There is a large willow tree in front of the library. May I speak to the librarian please? We live in the large house on the left. What time did you land at Liverpool? Would you like to go for a walk to the lake? How large is the lake near your house? The light is too strong. We went to the lighthouse last week. The lighthouse keeper leads a lonely life. Let us look at the letter once more. Let me have it not later than next week. Let me show you how to line the coat. Let me help you. We lived in London at that time. Lock the door when you leave. Loan me the book when you are through with it. This is the last one I have. This will be the last lecture for this year.

REVIEW SYLLABLES UNDER FIGURE 65, IN
LESSON TWENTY-FOUR

Sentences.—Call me when you are ready. He called me on the telephone

late last night. Is that all you can let me have? All I know is that she refuses to go. I shall hope to see you in the fall. The garden was enclosed by a high stone wall. What kind of wall paper do you want for your room? How tall he has grown! Has the mail arrived? Don't fail to come on time. All the reserved seats in the hall were occupied. Will you peel this orange for me? Do you bowl

at your club? Please order a ton of coal for me. The lake is about a mile and a half from here. You can't fool him. As a rule it would be all right. If you will call at noon, I will have it ready for you. You must oil the wheels of your machine. Be careful not to soil the paper. We were thankful when it was all over. They took a delightful trip through the mountains this fall.

STORIES AND CONVERSATIONAL EXERCISES

SIMPLE stories should be read or, better, told to the pupil, beginning with the third or fourth lesson. Below are given a few short stories and exercises to be used by the teacher as models. In selecting a story, it is well to remember that for a beginner one containing colloquial sentences and forms is the best.

I. EXERCISE STORIES

A. "*Them*" Bits of Paper

Have you ever traveled?

Have you ever been west?

Have you ever been on the western plains?

Have you ever seen the cattle on the western plains?

The cattle are often bought and sold.

The western cattle are often bought and sold.

The western cattle are often bought and sold by the western farmers.

I am going to tell you about a western farmer.

One day this western farmer sold some of his cattle.

He was paid for the cattle.

Do you know how he was paid?

Was he paid in gold, silver, check?

Did you ever see a check?

Do you know what a check is?

A check is an order for money.

A check is an order for money drawn on a bank.

The western farmer sold his cattle and was paid by check.

The farmer had never been paid before by check.

The farmer did not know what the check was.

When the check was paid to the farmer.....

When the check was handed to the farmer he said, "What's this?"

The cattle dealer gave the check to the farmer, who looked at it in surprise, and said, "What's this?"

The cattle dealer replied, "Why, money."

The dealer said, "Why, money for the beasts."

The farmer stared at the paper.

The farmer did not understand.

The farmer did not comprehend.

The farmer had to have the check explained.

The farmer was told to take it to the bank.

The farmer had to be assured that if he took the check to the bank they would give him money for it.

The farmer was doubtful.

The farmer did not want to take the check.

The farmer was loath to take the check.

The farmer finally decided.....

The farmer at last decided to accept the check.

When the farmer took the check he said, "I'll try."

The farmer said, when assured he would receive money for the check at the bank, "I'll try; but if it is not all right, you'll hear about it."

A western farmer sold some cattle and was paid by check, which he was loath to accept; but being assured he would receive gold for it at the bank, he decided to take it, saying, "I'll try; but if it is not all right, you'll hear about it."

He went to the bank.

He went to the bank at once.

He went to the bank at once, and of course the check was cashed.

The check was cashed, of course.

The check was cashed, of course, and the farmer went home happy.

The farmer went home happy, but he could not sleep.

He could not sleep because he was so excited.

He was too excited to sleep, for he had seen a strange thing.

He had seen a wonderful thing.

He had seen a wonderful thing that made him so happy and excited he could not sleep.

The next morning the farmer was up early.

He got up very early.

He got up at dawn.

Very early in the morning the farmer was up and went to the cattle dealer's house.

The cattle dealer was not awake.

The cattle dealer was not up.

The farmer woke the cattle dealer.

The farmer woke the cattle dealer and said, "It's me."

He said, "It's me, and I want to know where you got them bits of paper, for I could do with half a dozen of them myself."

Repeat whole story without interruption.

B. *Her Saving Sense*

Are you interested in settlement work?

Have you ever visited a Settlement House?

The settlement work is among the poor people.

Settlement work is carried on among the poorer class of people.

It is carried on among the immigrants.

One day.....

One day a young woman became interested in settlement work.

She became interested in work among the laborers.

She taught them many things.

She taught them various things.

She taught them various useful things.

Among other things, she taught them how to save.

Among other things, she taught them how to be more economical.

She went to the shops with them.

She went to the market with them.

She showed them how to buy economically.

She showed them how to buy necessities.

She showed them how to buy necessities in large quantities.

She told them many things could be bought at lower prices.

She told them many things could be bought at lower prices by getting them in large quantities.

They were told to buy necessities in large quantities at lower prices.

The settlement worker told the laborers' wives that they could save.

The settlement worker told the laborers' wives that they could save by purchasing necessities in large quantities.

One day.....

One day soon afterwards.....

Some time soon after this a laborer said to his wife.....

He said to his wife.....

"Will you buy me a newspaper?"

"Please bring home a newspaper."

"Please bring home a newspaper when you go out."

He said to her, "Bring home a newspaper."

"I want an evening paper."

"I want to read the news."

"I want to read the news in the evening paper."

"I want to read the paper."

The woman was unable to read.

The woman herself could not read the newspaper.

She had never learned to read.

She went out to buy some household necessities.

Her husband said to her, "When you go out to buy the household necessities, bring home an evening paper."

When the woman came home.....

When the woman returned home.....

When the woman returned she gave her husband eleven papers.

She gave him eleven papers all of the same date.

Her husband was surprised.

Her husband asked her in surprise...

Her husband asked her in surprise, "Why did you buy eleven papers?"

He said, "I wanted only one paper. Why did you get eleven?"

The woman replied, "The newsboy let me have eleven for ten cents."

"The newsboy told me I could have eleven for ten cents, so I saved a cent."

Repeat without interruption.

2. STORIES TO BE READ BY THE TEACHER AND THEN RETOLD BY THE PUPIL

NOTE.—In conversation pupils should not think of or try to see the movements of the syllables.

Syllables must be known and recognized just as one must know the letters in order to read a printed page. But in reading a story from a book one does not think of the letters, but grasps the thought as a whole. The lip-reader must have a thorough knowledge of the movements and learn to combine them rapidly, but in reading a story from the lips or following a conversation his attention should be directed to the thought.

The following story may be used in one of the first lessons. First, show the pupil the title to direct his thought to the subject:

The Fox and the Crow

A crow was sitting high upon a tree. She had a piece of cheese in her mouth. A fox saw the cheese and wished to have it. So he said to the crow, "What a fine bill you have! You must have a fine voice. I would like to hear you sing." The crow opened her bill and the cheese fell to the ground. The sly fox picked it up and ran away.

After this story has been read in the above simple form, the teacher should review the same, changing the language and enlarging the sentences.

A crow had stolen a piece of cheese and had flown up into a tree with it.

As she sat there on a bough, a fox came running along.

"O that cheese!" said he. "How good it smells! I will have it, as I live."

So, coming close up under the tree, he said, "Dear Mrs. Crow, how beautiful you are! I did not know before that you were so beautiful. How bright your eyes are! And how your feathers shine in the sunlight!"

The silly old crow was flattered and began to rustle her feathers.

"I wonder if you can sing!" continued the fox. "I know you can! Of course you can! I do not doubt that you have the sweetest voice in all the forest. Please sing one note for me."

"Caw! Caw!" cried the crow.

"Ha, ha!" laughed the fox, as the cheese dropped from her bill. "Your voice is very good, and so is the cheese."

After this has been read from the lips of the teacher, the latter might give the new version of this fable in the following way:

The Cultured Crow

Once upon a time a crow sat on a high branch of a tree. She had a large piece of cheese in her mouth, when an envious and hungry fox came prowling along and spied the choice morsel.

"You are a beautiful bird," said the cunning fox, "and yet your beauty is not equal to your marvelous voice, which charms all the beasts of the forest. Pray, Mrs. Crow, do let me hear you sing."

The crow turned her head to one side, as is the habit with such birds, and looked at Mr. Fox. Then she deliberately ate up the cheese and, after clearing her voice, spoke.

"Thank you for your compliment, Mr. Fox," she said. "If you will wait a minute I will sing for you. I never speak or sing until after dinner since I have been reading ancient fables."

The fox did not wait, but trotted on his way.

3. STORIES AND QUESTIONS

Read the story through once without stopping. Then ask the pupil questions about the same.

The King and the Haymaker

George III was one day visiting a small town in the south of England. He wished to see something of the country. So he started off for a solitary walk. He came to a large hay field. He was much surprised to find only one woman at work in the field.

He stepped up to the woman and asked her where all the rest were.

She replied, "They have all gone to town to see the king."

"Well," said the king, "why didn't you go, too?"

"Oh," answered the woman, "I wouldn't walk three yards to see him. Besides, they've all lost a day's work by going and I am too poor to do that. I have five children to support."

George took a sovereign out of his pocket and gave it to the woman.

He said to her, "When the rest come back, you tell them that while they were gone to see the king, the king came to see you and left you his portrait in gold to remember him by."

1. Who was George III?
2. Where was he visiting?
3. What did he wish to see?
4. Did any one accompany him on his walk into the country?
5. Where did he stop?
6. Were many people working on the field?
7. Was the king surprised at this?
8. What did he ask the woman?
9. What was her reply?
10. Did she know the king?
11. Did she wish to see him?
12. Was she willing to go to town with the rest?
13. Why not?
14. What did the king give her?
15. Whose portrait was on the coin?

Finding Out a Thief

A gentleman in India missed a valuable ring. He had reason to think that one of his servants had stolen it.

So he called all of them together. He held a number of sticks in his hand and he made each of his servants draw one of them.

Then he told them to go away and to come back in one hour's time.

He said to them, "At the end of that time the thief's stick will be found to be an inch longer than any of the rest."

As a matter of fact, the sticks were all of the same length.

But the man who had stolen the ring did not know this and he cut off an inch of his stick. He supposed it would then be of the same length as the others.

Therefore, when the servants again assembled at the end of the hour, his stick was an inch shorter than any of the rest. In this way he was found to be the thief.

1. Where was this gentleman living?
2. What did he miss?
3. Did he suspect any one of the theft?
4. When he had called the servants together, what did he hold in his hand?
5. What did he tell them to do?
6. When were they to return?
7. What would be found at the end of that time?
8. Was it true that one of the sticks was longer?
9. Did the man who had stolen the ring know this?
10. What did he do?
11. Why did he do this?
12. Did all the servants assemble again at the end of the hour?
13. What was found?
14. What was the result of this discovery?

4. SHORT ANECDOTES NOT ARRANGED IN EXERCISE FORM

The teacher should tell these stories, not read them:

The Farmer and the Sign

Once a farmer put up a sign: *Private; no fishing allowed.* A few days afterward he found a man fishing in the brook.

Stepping up to him, he said: "Didn't you read my sign—no fishing allowed?"

The stranger replied: "In the first place, I don't believe in signs. In the second place, I never read anything marked 'private'; and, thirdly, I'm not fishing aloud."

Silent Understanding

A prosperous country farmer had but one son. He was an extremely bashful young fellow and, much to his parents' disappointment, refused to mingle with the younger society of the town.

One evening, however, he was persuaded to attend a party, and the following morning at breakfast the ensuing conversation took place between father and son:

"Well, John, did you enjoy the party last night?"

"Yes, father."

"Go home with any of the young ladies?"

"Yes, father; one."

"Who was she, John?"

"I thought she was Maria Smith, but when we got to the turn of the road she went into Sue Brown's house."

"Well," said the old man, chuckling. "I should think you might have told by the sound of her voice."

"Oh, father; neither of us said a word."

To the Hard-of-Hearing



Try Lip-Reading. It will do all that trained teachers assert; will enable you to read the lips of the members of your family, of friends whose conversation you value, and may enable you to understand sermons and lectures. Its value increases with practice. Self-instruction is possible, but instruction by a trained teacher is better.

"For the very slightly deaf, the totally deaf, and all the hard of hearing in between, lip-reading is a boon. For the totally deaf it is the only resource. For the slightly deaf, with eyes and ears each helping the other, the effectiveness of lip-reading is especially great, and in certain cases by relief from ear strain it may even result in an improvement of the hearing."

Literature will be sent, with the address of the nearest trained teacher of lip-reading, by the

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